2021-2022

District Annual Report

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Section 1

2021-22 Texas Academic Performance Reports (TAPR)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

District Number: 108902

2022 Accountability Rating: B

2022 Special Education Determination Status:

Needs Assistance

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	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	76%	**57%**	-	57%	-	-	-	-	-	40%	21%	57%	56%	55%	51%
	2021	67%	57%	**32%**	-	32%	-	-	-	-	-	41%	23%	31%	38%	31%	28%
At Meets Grade Level or Above	2022	51%	49%	**29%**	-	29%	-	-	-	-	-	30%	0%	30%	25%	27%	23%
	2021	39%	27%	**12%**	-	12%	-	-	-	-	-	36%	0%	12%	10%	11%	9%
At Masters Grade Level	2022	30%	26%	**13%**	-	13%	-	-	-	-	-	10%	0%	14%	8%	12%	10%
	2021	19%	11%	**5%**	-	5%	-	-	-	-	-	10%	0%	5%	5%	5%	4%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	70%	**55%**	-	55%	-	-	-	-	-	42%	50%	56%	51%	54%	52%
	2021	62%	45%	**26%**	-	26%	-	-	-	-	-	48%	15%	25%	28%	24%	22%
At Meets Grade Level or Above	2022	43%	41%	**24%**	-	24%	-	-	-	-	-	33%	0%	26%	16%	23%	22%
	2021	31%	17%	**9%**	-	9%	-	-	-	-	-	43%	0%	9%	6%	8%	6%
At Masters Grade Level	2022	21%	18%	**9%**	-	9%	-	-	-	-	-	13%	0%	9%	7%	8%	7%
	2021	14%	6%	**4%**	-	4%	-	-	-	-	-	15%	0%	4%	2%	3%	2%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	77%	**60%**	-	60%	*	-	-	-	-	54%	50%	60%	60%	58%	53%
	2021	63%	56%	**36%**	-	36%	*	-	-	-	-	35%	33%	38%	30%	34%	28%
At Meets Grade Level or Above	2022	54%	52%	**32%**	-	32%	*	-	-	-	-	42%	21%	32%	32%	31%	27%
	2021	36%	28%	**16%**	-	16%	*	-	-	-	-	26%	0%	17%	13%	15%	11%
At Masters Grade Level	2022	28%	25%	**12%**	-	11%	*	-	-	-	-	15%	7%	11%	14%	11%	10%
	2021	17%	12%	**5%**	-	5%	*	-	-	-	-	3%	0%	7%	1%	5%	3%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	71%	**60%**	-	60%	*	-	-	-	-	63%	64%	61%	59%	60%	60%
	2021	59%	44%	**29%**	-	29%	*	-	-	-	-	28%	50%	31%	24%	28%	24%
At Meets Grade Level or Above	2022	43%	43%	**26%**	-	26%	*	-	-	-	-	37%	21%	26%	27%	25%	23%
	2021	36%	22%	**12%**	-	12%	*	-	-	-	-	25%	0%	12%	13%	12%	10%
At Masters Grade Level	2022	23%	22%	**9%**	-	9%	*	-	-	-	-	13%	7%	10%	8%	9%	8%
	2021	21%	10%	**5%**	-	5%	*	-	-	-	-	9%	0%	6%	3%	5%	4%
Grade 5 Reading																	

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	81%	**70%**	-	70%	*	-	-	-	-	44%	83%	71%	64%	68%	65%
	2021	73%	68%	**51%**	-	51%	*	-	*	-	*	35%	33%	50%	54%	50%	50%
At Meets Grade Level or Above	2022	58%	57%	**39%**	-	39%	*	-	-	-	-	30%	33%	41%	30%	36%	32%
	2021	46%	39%	**21%**	-	21%	*	-	*	-	*	22%	33%	22%	20%	20%	19%
At Masters Grade Level	2022	36%	34%	**22%**	-	22%	*	-	-	-	-	11%	17%	23%	17%	20%	17%
	2021	30%	23%	**11%**	-	11%	*	-	*	-	*	6%	33%	11%	12%	10%	9%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	79%	**70%**	-	70%	*	-	-	-	-	58%	67%	71%	65%	69%	68%
	2021	70%	58%	**38%**	-	38%	*	-	*	-	*	37%	50%	39%	33%	37%	36%
At Meets Grade Level or Above	2022	48%	49%	**38%**	-	38%	*	-	-	-	-	29%	33%	41%	29%	36%	34%
	2021	44%	30%	**15%**	-	15%	*	-	*	-	*	22%	0%	15%	15%	14%	15%
At Masters Grade Level	2022	25%	24%	**17%**	-	17%	*	-	-	-	-	16%	0%	19%	12%	16%	14%
	2021	25%	14%	**6%**	-	6%	*	-	*	-	*	13%	0%	7%	5%	6%	7%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	68%	**53%**	-	53%	*	-	-	-	-	47%	83%	55%	46%	51%	47%
	2021	62%	48%	**29%**	-	29%	*	-	*	-	*	24%	17%	30%	24%	28%	26%
At Meets Grade Level or Above	2022	38%	40%	**23%**	-	23%	*	-	-	-	-	31%	0%	25%	16%	22%	18%
	2021	31%	19%	**7%**	-	7%	*	-	*	-	*	20%	0%	7%	5%	6%	5%
At Masters Grade Level	2022	18%	18%	**9%**	-	9%	*	-	-	-	-	14%	0%	11%	5%	8%	6%
	2021	13%	6%	**3%**	-	3%	*	-	*	-	*	13%	0%	3%	2%	2%	2%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	68%	**53%**	-	52%	*	-	*	-	*	34%	*	55%	45%	51%	46%
	2021	62%	56%	**34%**	*	34%	*	-	-	-	-	28%	*	36%	27%	33%	28%
At Meets Grade Level or Above	2022	43%	40%	**24%**	-	23%	*	-	*	-	*	19%	*	25%	16%	22%	19%
	2021	32%	25%	**12%**	*	12%	*	-	-	-	-	24%	*	13%	7%	11%	9%
At Masters Grade Level	2022	23%	20%	**10%**	-	9%	*	-	*	-	*	9%	*	10%	7%	9%	7%
	2021	15%	10%	**4%**	*	4%	*	-	-	-	-	9%	*	4%	3%	3%	2%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	69%	**64%**	-	64%	*	-	*	-	*	53%	*	64%	67%	63%	62%
	2021	68%	54%	**32%**	*	32%	*	-	-	-	-	29%	*	34%	23%	30%	28%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	33%	**26%**	-	26%	*	-	*	-	*	20%	*	28%	21%	25%	22%
	2021	36%	20%	**5%**	*	5%	*	-	-	-	-	21%	*	5%	4%	5%	4%
At Masters Grade Level	2022	16%	12%	**8%**	-	8%	*	-	*	-	*	12%	*	8%	7%	7%	6%
	2021	15%	6%	**1%**	*	1%	*	-	-	-	-	6%	*	1%	1%	1%	1%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	79%	**67%**	-	67%	*	*	-	-	-	36%	40%	69%	60%	66%	63%
	2021	69%	64%	**39%**	-	39%	*	-	-	-	-	30%	*	37%	45%	38%	34%
At Meets Grade Level or Above	2022	56%	54%	**39%**	-	39%	*	*	-	-	-	21%	20%	41%	32%	38%	32%
	2021	45%	39%	**20%**	-	20%	*	-	-	-	-	24%	*	19%	24%	19%	16%
At Masters Grade Level	2022	37%	34%	**22%**	-	22%	*	*	-	-	-	10%	20%	23%	19%	21%	18%
	2021	25%	20%	**11%**	-	11%	*	-	-	-	-	18%	*	10%	13%	10%	8%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	61%	**55%**	-	55%	*	*	-	-	-	35%	*	57%	47%	53%	51%
	2021	55%	45%	**26%**	-	26%	*	-	-	-	-	28%	*	27%	22%	25%	23%
At Meets Grade Level or Above	2022	31%	31%	**26%**	-	26%	*	*	-	-	-	21%	*	27%	20%	25%	22%
	2021	27%	18%	**7%**	-	7%	*	-	-	-	-	22%	*	7%	4%	6%	5%
At Masters Grade Level	2022	13%	13%	**9%**	-	9%	*	*	-	-	-	12%	*	9%	9%	9%	7%
	2021	12%	7%	**3%**	-	3%	*	-	-	-	-	19%	*	3%	3%	4%	3%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	83%	**71%**	-	71%	*	-	-	-	*	38%	*	72%	68%	70%	65%
	2021	73%	68%	**41%**	-	41%	*	-	-	-	-	33%	*	42%	37%	40%	33%
At Meets Grade Level or Above	2022	58%	57%	**40%**	-	40%	*	-	-	-	*	19%	*	41%	31%	39%	32%
	2021	46%	39%	**17%**	-	16%	*	-	-	-	-	23%	*	17%	14%	15%	12%
At Masters Grade Level	2022	37%	36%	**21%**	-	21%	*	-	-	-	*	11%	*	22%	15%	20%	15%
	2021	21%	16%	**6%**	-	6%	*	-	-	-	-	13%	*	6%	4%	5%	2%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	**67%**	-	67%	*	-	-	-	*	39%	*	68%	59%	66%	62%
	2021	62%	42%	**24%**	-	24%	*	-	-	-	-	24%	*	26%	18%	24%	20%
At Meets Grade Level or Above	2022	40%	41%	**32%**	-	32%	*	-	-	-	*	17%	*	33%	28%	31%	28%
	2021	36%	19%	**8%**	-	8%	*	-	-	-	-	22%	*	8%	6%	8%	6%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	14%	15%	**7%**	-	7%	*	-	-	-	*	11%	*	7%	7%	7%	5%
	2021	11%	5%	**3%**	-	3%	*	-	-	-	-	15%	*	4%	1%	3%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	75%	**69%**	-	70%	*	-	-	-	*	41%	*	70%	64%	68%	63%
	2021	68%	57%	**37%**	-	37%	*	-	-	-	-	26%	*	38%	30%	36%	30%
At Meets Grade Level or Above	2022	45%	44%	**31%**	-	31%	*	-	-	-	*	19%	*	32%	27%	30%	25%
	2021	43%	31%	**11%**	-	11%	*	-	-	-	-	23%	*	11%	13%	10%	7%
At Masters Grade Level	2022	24%	22%	**13%**	-	13%	*	-	-	-	*	10%	*	13%	13%	13%	9%
	2021	24%	14%	**5%**	-	5%	*	-	-	-	-	16%	*	5%	3%	4%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	**64%**	-	64%	*	-	-	-	*	34%	*	65%	57%	63%	57%
	2021	57%	44%	**28%**	-	28%	*	-	-	-	-	24%	*	30%	19%	27%	22%
At Meets Grade Level or Above	2022	31%	27%	**29%**	-	29%	*	-	-	-	*	19%	*	29%	27%	28%	23%
	2021	28%	17%	**12%**	-	12%	*	-	-	-	-	21%	*	13%	7%	11%	8%
At Masters Grade Level	2022	18%	15%	**14%**	-	14%	*	-	-	-	*	11%	*	14%	11%	14%	9%
	2021	14%	7%	**4%**	-	4%	*	-	-	-	-	11%	*	5%	1%	4%	3%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	64%	**44%**	-	44%	*	-	*	-	-	20%	10%	44%	41%	43%	34%
	2021	67%	63%	**43%**	-	43%	*	-	-	-	-	21%	*	46%	31%	42%	29%
At Meets Grade Level or Above	2022	47%	44%	**23%**	-	23%	*	-	*	-	-	13%	0%	24%	20%	22%	14%
	2021	50%	45%	**26%**	-	26%	*	-	-	-	-	11%	*	29%	13%	25%	14%
At Masters Grade Level	2022	11%	9%	**2%**	-	2%	*	-	*	-	-	4%	0%	2%	2%	2%	1%
	2021	12%	9%	**3%**	-	3%	*	-	-	-	-	3%	*	3%	2%	3%	1%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	70%	**55%**	*	55%	*	-	-	-	-	25%	50%	57%	45%	54%	42%
	2021	71%	67%	**54%**	-	54%	*	-	-	-	-	29%	50%	57%	41%	54%	34%
At Meets Grade Level or Above	2022	55%	51%	**35%**	*	35%	*	-	-	-	-	16%	17%	37%	25%	34%	21%
	2021	57%	51%	**38%**	-	38%	*	-	-	-	-	21%	33%	41%	26%	38%	18%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	9%	7%	**3%**	*	3%	*	-	-	-	-	3%	0%	3%	2%	2%	1%
	2021	11%	8%	**3%**	-	3%	*	-	-	-	-	4%	0%	3%	3%	2%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	80%	**60%**	-	60%	*	-	*	-	-	43%	27%	61%	55%	60%	53%
	2021	73%	64%	**53%**	-	53%	*	-	-	-	-	35%	*	56%	42%	51%	47%
At Meets Grade Level or Above	2022	43%	44%	**18%**	-	18%	*	-	*	-	-	16%	18%	19%	14%	18%	12%
	2021	41%	29%	**15%**	-	15%	*	-	-	-	-	16%	*	16%	10%	14%	10%
At Masters Grade Level	2022	27%	26%	**8%**	-	8%	*	-	*	-	-	7%	9%	8%	5%	7%	5%
	2021	23%	14%	**5%**	-	5%	*	-	-	-	-	2%	*	5%	3%	4%	3%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	82%	**73%**	-	74%	*	-	*	-	-	50%	56%	75%	67%	73%	66%
	2021	82%	76%	**64%**	-	64%	*	-	-	-	-	37%	80%	69%	49%	64%	53%
At Meets Grade Level or Above	2022	55%	48%	**34%**	-	35%	*	-	*	-	-	19%	22%	36%	27%	33%	26%
	2021	55%	43%	**30%**	-	30%	*	-	-	-	-	17%	20%	33%	20%	28%	18%
At Masters Grade Level	2022	21%	15%	**8%**	-	8%	*	-	*	-	-	6%	0%	8%	7%	8%	4%
	2021	22%	13%	**6%**	-	6%	*	-	-	-	-	6%	0%	6%	4%	5%	3%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	88%	**88%**	*	88%	*	-	-	-	-	68%	80%	89%	86%	88%	83%
	2021	88%	84%	**81%**	-	81%	*	-	-	-	-	63%	100%	82%	78%	80%	67%
At Meets Grade Level or Above	2022	68%	61%	**58%**	*	58%	*	-	-	-	-	34%	60%	59%	51%	56%	43%
	2021	69%	58%	**52%**	-	52%	*	-	-	-	-	35%	43%	54%	45%	50%	31%
At Masters Grade Level	2022	42%	33%	**30%**	*	30%	*	-	-	-	-	11%	40%	30%	27%	28%	18%
	2021	43%	29%	**25%**	-	25%	*	-	-	-	-	17%	29%	26%	21%	23%	12%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	86%	**83%**	-	83%	-	-	-	-	-	*	-	88%	56%	80%	63%
	2021	95%	91%	**90%**	-	90%	-	-	-	-	-	-	-	94%	80%	91%	64%
At Meets Grade Level or Above	2022	64%	39%	**21%**	-	21%	-	-	-	-	-	*	-	23%	8%	20%	0%
	2021	69%	48%	**37%**	-	37%	-	-	-	-	-	-	-	38%	35%	36%	27%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	13%	4%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
	2021	14%	4%	**1%**	-	1%	-	-	-	-	-	-	-	0%	5%	2%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	74%	**63%**	*	63%	53%	*	83%	-	67%	41%	51%	64%	57%	62%	56%
	2021	67%	59%	**41%**	*	41%	56%	-	*	-	*	32%	42%	43%	36%	40%	33%
At Meets Grade Level or Above	2022	48%	45%	**31%**	*	31%	31%	*	83%	-	17%	22%	17%	33%	25%	30%	24%
	2021	41%	32%	**19%**	*	19%	30%	-	*	-	*	22%	11%	20%	14%	18%	12%
At Masters Grade Level	2022	23%	21%	**12%**	*	12%	20%	*	33%	-	0%	10%	6%	12%	9%	11%	8%
	2021	18%	12%	**6%**	*	6%	0%	-	*	-	*	10%	5%	6%	4%	5%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	74%	**58%**	*	58%	71%	*	*	-	*	33%	39%	59%	53%	56%	50%
	2021	68%	63%	**43%**	*	43%	78%	-	*	-	*	30%	39%	44%	38%	42%	33%
At Meets Grade Level or Above	2022	53%	50%	**32%**	*	32%	41%	*	*	-	*	21%	13%	33%	26%	30%	24%
	2021	45%	38%	**22%**	*	22%	56%	-	*	-	*	21%	15%	24%	17%	21%	14%
At Masters Grade Level	2022	25%	22%	**11%**	*	11%	24%	*	*	-	*	8%	5%	12%	9%	10%	8%
	2021	18%	13%	**5%**	*	5%	0%	-	*	-	*	7%	5%	6%	5%	5%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	73%	**62%**	-	62%	40%	*	*	-	*	47%	55%	63%	57%	61%	58%
	2021	66%	53%	**35%**	*	35%	33%	-	*	-	*	33%	37%	36%	30%	33%	30%
At Meets Grade Level or Above	2022	42%	40%	**26%**	-	26%	27%	*	*	-	*	23%	16%	27%	22%	25%	22%
	2021	37%	24%	**11%**	*	11%	22%	-	*	-	*	24%	6%	11%	10%	10%	8%
At Masters Grade Level	2022	20%	19%	**9%**	-	9%	20%	*	*	-	*	11%	4%	10%	8%	9%	7%
	2021	18%	9%	**4%**	*	4%	0%	-	*	-	*	11%	3%	4%	3%	4%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	**67%**	-	67%	38%	-	*	-	*	47%	71%	68%	59%	66%	60%
	2021	71%	63%	**46%**	-	46%	*	-	*	-	*	30%	46%	48%	37%	45%	38%
At Meets Grade Level or Above	2022	47%	44%	**30%**	-	30%	25%	-	*	-	*	22%	18%	32%	23%	29%	24%
	2021	44%	33%	**18%**	-	18%	*	-	*	-	*	20%	8%	19%	14%	16%	11%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	21%	17%	**10%**	-	10%	25%	-	*	-	*	9%	0%	10%	7%	9%	6%
	2021	20%	11%	**5%**	-	4%	*	-	*	-	*	11%	0%	5%	3%	4%	3%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	**78%**	*	78%	60%	-	-	-	*	50%	86%	78%	74%	77%	71%
	2021	73%	67%	**62%**	-	61%	*	-	-	-	-	45%	89%	63%	55%	60%	47%
At Meets Grade Level or Above	2022	50%	45%	**45%**	*	45%	20%	-	-	-	*	26%	57%	46%	42%	44%	34%
	2021	49%	41%	**37%**	-	37%	*	-	-	-	-	29%	33%	39%	31%	35%	20%
At Masters Grade Level	2022	30%	24%	**23%**	*	23%	0%	-	-	-	*	11%	43%	24%	21%	22%	14%
	2021	29%	20%	**17%**	-	17%	*	-	-	-	-	14%	22%	18%	13%	16%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	33%	**17%**	-	17%	-	-	-	-	-	29%	0%	17%	13%	15%	14%
	2021	24%	13%	**6%**	-	6%	-	-	-	-	-	37%	0%	7%	5%	6%	4%
Reading and Mathematics Including EOC	2022	36%	33%	**17%**	-	17%	-	-	-	-	-	29%	0%	17%	13%	15%	14%
	2021	24%	13%	**6%**	-	6%	-	-	-	-	-	37%	0%	7%	5%	6%	4%
Reading Including EOC	2022	51%	49%	**29%**	-	29%	-	-	-	-	-	30%	0%	30%	25%	27%	23%
	2021	38%	27%	**12%**	-	12%	-	-	-	-	-	36%	0%	12%	10%	11%	9%
Math Including EOC	2022	43%	41%	**24%**	-	24%	-	-	-	-	-	33%	0%	26%	16%	23%	22%
	2021	31%	17%	**9%**	-	9%	-	-	-	-	-	43%	0%	9%	6%	8%	5%
4th Graders																	
Reading and Mathematics	2022	36%	35%	**18%**	-	18%	*	-	-	-	-	35%	14%	18%	19%	17%	16%
	2021	26%	16%	**8%**	-	8%	*	-	-	-	-	23%	0%	9%	6%	8%	5%
Reading and Mathematics Including EOC	2022	36%	35%	**18%**	-	18%	*	-	-	-	-	35%	14%	18%	19%	17%	16%
	2021	26%	16%	**8%**	-	8%	*	-	-	-	-	23%	0%	9%	6%	8%	5%
Reading Including EOC	2022	54%	52%	**32%**	-	32%	*	-	-	-	-	42%	21%	32%	32%	31%	27%
	2021	36%	28%	**16%**	-	16%	*	-	-	-	-	26%	0%	17%	13%	15%	11%
Math Including EOC	2022	43%	43%	**26%**	-	26%	*	-	-	-	-	37%	21%	26%	27%	25%	23%
	2021	36%	21%	**12%**	-	12%	*	-	-	-	-	25%	0%	12%	13%	12%	10%
5th Graders																	
Reading and Mathematics	2022	41%	41%	**26%**	-	26%	*	-	-	-	-	24%	33%	28%	20%	24%	21%
	2021	34%	23%	**9%**	-	9%	*	-	*	-	*	20%	0%	9%	8%	8%	8%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	41%	**26%**	-	26%	*	-	-	-	-	24%	33%	28%	20%	24%	21%
	2021	34%	23%	**9%**	-	9%	*	-	*	-	*	20%	0%	9%	8%	8%	8%
Reading Including EOC	2022	58%	57%	**39%**	-	39%	*	-	-	-	-	30%	33%	41%	30%	36%	32%
	2021	46%	39%	**21%**	-	21%	*	-	*	-	*	22%	33%	22%	20%	20%	19%
Math Including EOC	2022	48%	49%	**38%**	-	38%	*	-	-	-	-	29%	33%	41%	29%	36%	34%
	2021	44%	30%	**15%**	-	14%	*	-	*	-	*	21%	0%	15%	14%	14%	15%
6th Graders																	
Reading and Mathematics	2022	31%	26%	**16%**	-	16%	*	-	*	-	*	15%	*	17%	10%	14%	12%
	2021	24%	14%	**3%**	*	3%	*	-	-	-	-	24%	*	3%	3%	3%	3%
Reading and Mathematics Including EOC	2022	31%	26%	**16%**	-	16%	*	-	*	-	*	15%	*	17%	10%	14%	12%
	2021	24%	14%	**3%**	*	3%	*	-	-	-	-	24%	*	3%	3%	3%	3%
Reading Including EOC	2022	43%	40%	**24%**	-	23%	*	-	*	-	*	19%	*	25%	16%	22%	19%
	2021	32%	25%	**12%**	*	12%	*	-	-	-	-	24%	*	13%	7%	11%	9%
Math Including EOC	2022	40%	33%	**27%**	-	27%	*	-	*	-	*	20%	*	28%	21%	26%	23%
	2021	36%	21%	**5%**	*	5%	*	-	-	-	-	21%	*	5%	4%	5%	4%
7th Graders																	
Reading and Mathematics	2022	32%	28%	**22%**	-	22%	*	*	-	-	-	16%	*	24%	14%	21%	17%
	2021	26%	17%	**6%**	-	6%	*	-	-	-	-	23%	*	7%	4%	6%	5%
Reading and Mathematics Including EOC	2022	33%	29%	**22%**	-	22%	*	*	-	-	-	16%	20%	24%	14%	21%	17%
	2021	27%	18%	**7%**	-	7%	*	-	-	-	-	23%	*	7%	5%	7%	5%
Reading Including EOC	2022	56%	54%	**39%**	-	39%	*	*	-	-	-	21%	20%	41%	32%	38%	32%
	2021	45%	39%	**20%**	-	20%	*	-	-	-	-	24%	*	19%	23%	19%	16%
Math Including EOC	2022	37%	33%	**28%**	-	28%	*	*	-	-	-	21%	40%	29%	22%	27%	24%
	2021	32%	21%	**7%**	-	7%	*	-	-	-	-	23%	*	8%	5%	7%	5%
8th Graders																	
Reading and Mathematics	2022	27%	30%	**19%**	-	19%	*	-	-	-	*	13%	*	20%	17%	19%	16%
	2021	21%	11%	**6%**	-	6%	*	-	-	-	-	21%	*	6%	5%	6%	6%
Reading and Mathematics Including EOC	2022	41%	41%	**25%**	-	25%	*	-	-	-	*	14%	*	26%	19%	24%	18%
	2021	33%	22%	**13%**	-	13%	*	-	-	-	-	21%	*	14%	9%	12%	9%
Reading Including EOC	2022	58%	58%	**43%**	-	43%	*	-	-	-	*	19%	*	45%	33%	42%	33%
	2021	47%	41%	**27%**	-	27%	*	-	-	-	-	23%	*	29%	18%	24%	16%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	50%	**34%**	-	34%	*	-	-	-	*	17%	*	35%	28%	33%	28%
	2021	43%	28%	**16%**	-	16%	*	-	-	-	-	22%	*	17%	13%	15%	11%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	32%	**20%**	-	20%	23%	*	*	-	*	21%	9%	21%	16%	19%	16%
	2021	26%	16%	**7%**	*	7%	17%	-	*	-	*	24%	0%	7%	6%	6%	5%
Reading and Mathematics Including EOC	2022	36%	34%	**21%**	-	21%	23%	*	*	-	*	21%	11%	22%	16%	20%	16%
	2021	28%	18%	**8%**	*	8%	17%	-	*	-	*	24%	0%	8%	6%	7%	6%
Reading Including EOC	2022	53%	52%	**35%**	-	34%	46%	*	*	-	*	26%	16%	36%	28%	33%	28%
	2021	41%	33%	**18%**	*	18%	50%	-	*	-	*	25%	10%	19%	15%	17%	13%
Math Including EOC	2022	43%	41%	**30%**	-	30%	31%	*	*	-	*	25%	18%	31%	24%	29%	26%
	2021	37%	23%	**11%**	*	11%	17%	-	*	-	*	25%	0%	11%	10%	10%	9%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
DONNA ISD (108902) - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	85	**78**	-	78	-	-	-	-	-	66	82	78	78	77	74
	2019	61	66	**59**	*	59	*	-	-	-	-	56	65	59	58	58	58
Grade 4 Mathematics	2022	74	86	**84**	-	84	-	-	-	-	-	75	77	84	84	84	85
	2019	65	65	**60**	*	60	*	-	-	-	-	63	65	62	56	60	59
Grade 5 ELA/Reading	2022	87	91	**89**	-	89	*	-	-	-	-	79	*	90	84	89	88
	2019	81	80	**74**	-	75	*	-	-	-	-	66	65	75	73	74	75
Grade 5 Mathematics	2022	79	91	**91**	-	91	*	-	-	-	-	82	80	91	90	91	91
	2019	83	85	**82**	-	82	*	-	-	-	-	85	92	82	82	82	82
Grade 6 ELA/Reading	2022	61	66	**68**	-	68	*	-	*	-	*	71	*	68	67	67	67
	2019	42	37	**34**	-	34	*	-	*	-	-	34	57	33	39	32	30
Grade 6 Mathematics	2022	61	70	**79**	-	79	*	-	*	-	*	73	*	78	83	79	78
	2019	54	44	**42**	-	42	*	-	*	-	-	43	36	41	48	41	38
Grade 7 ELA/Reading	2022	88	91	**89**	-	89	*	-	-	-	-	75	*	91	83	89	88
	2019	77	78	**72**	-	72	*	-	-	-	-	63	*	71	75	72	72
Grade 7 Mathematics	2022	60	72	**75**	-	75	*	-	-	-	-	54	*	76	73	74	76
	2019	62	65	**58**	-	57	*	-	-	-	-	49	*	57	59	56	55
Grade 8 ELA/Reading	2022	83	88	**86**	-	86	*	-	-	-	*	70	*	88	78	85	85
	2019	77	78	**75**	-	75	*	-	-	-	-	72	75	76	71	75	75
Grade 8 Mathematics	2022	74	86	**88**	-	88	*	-	-	-	*	73	*	88	89	88	88
	2019	82	88	**85**	-	85	*	-	-	-	-	65	40	84	87	85	86
End of Course English II	2022	71	74	**74**	-	74	*	-	-	-	-	58	*	74	69	73	70
	2019	69	67	**67**	*	67	50	-	-	-	-	63	*	68	63	66	65
End of Course Algebra I	2022	67	75	**42**	-	43	*	-	-	-	-	34	*	44	35	42	36
	2019	75	79	**62**	-	62	-	-	-	-	-	39	54	63	58	61	57
All Grades Both Subjects	2022	74	81	**79**	-	79	80	-	*	-	*	67	80	80	78	79	78
	2019	69	69	**64**	*	64	62	-	*	-	-	58	63	64	64	64	63
All Grades ELA/Reading	2022	78	82	**80**	-	80	75	-	*	-	*	69	92	81	77	80	79
	2019	68	68	**64**	*	64	54	-	*	-	-	58	64	64	64	63	63
All Grades Mathematics	2022	69	80	**78**	-	78	86	-	*	-	*	65	69	78	78	78	78
	2019	70	70	**65**	*	65	75	-	*	-	-	57	63	65	65	64	63

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DONNA ISD (108902) - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 01	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	74%	**63%**	56%	55%	50%	-	49%	64%	55%	*	55%	51%	71%	72%	55%	92%
	2021	67%	59%	**41%**	29%	29%	-	-	16%	40%	30%	*	30%	37%	39%	55%	30%	78%
At Meets Grade Level or Above	2022	48%	45%	**31%**	25%	25%	50%	-	19%	37%	22%	*	22%	17%	23%	40%	23%	67%
	2021	41%	32%	**19%**	10%	9%	-	-	5%	18%	8%	*	8%	12%	14%	30%	9%	47%
At Masters Grade Level	2022	23%	21%	**12%**	10%	10%	25%	-	9%	12%	6%	*	6%	3%	12%	16%	7%	32%
	2021	18%	12%	**6%**	4%	4%	-	-	1%	6%	2%	*	2%	2%	8%	9%	3%	14%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	74%	**58%**	56%	55%	*	-	53%	73%	45%	*	44%	48%	70%	70%	48%	92%
	2021	68%	63%	**43%**	35%	35%	-	-	20%	48%	26%	*	26%	35%	35%	58%	30%	81%
At Meets Grade Level or Above	2022	53%	50%	**32%**	26%	26%	*	-	17%	40%	20%	*	20%	19%	17%	44%	22%	73%
	2021	45%	38%	**22%**	12%	11%	-	-	7%	26%	10%	*	9%	17%	16%	36%	11%	58%
At Masters Grade Level	2022	25%	22%	**11%**	12%	12%	*	-	10%	10%	5%	*	6%	4%	4%	15%	8%	30%
	2021	18%	13%	**5%**	5%	5%	-	-	2%	7%	1%	*	1%	2%	6%	9%	3%	11%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	73%	**62%**	59%	59%	*	-	46%	64%	56%	*	57%	44%	56%	67%	57%	88%
	2021	66%	53%	**35%**	27%	27%	-	-	14%	39%	28%	-	28%	32%	38%	43%	27%	67%
At Meets Grade Level or Above	2022	42%	40%	**26%**	26%	25%	*	-	21%	43%	19%	*	20%	13%	19%	31%	22%	57%
	2021	37%	24%	**11%**	10%	10%	-	-	3%	17%	5%	-	5%	7%	5%	16%	7%	25%
At Masters Grade Level	2022	20%	19%	**9%**	10%	9%	*	-	8%	17%	5%	*	5%	1%	13%	12%	7%	26%
	2021	18%	9%	**4%**	4%	4%	-	-	1%	7%	2%	-	2%	2%	5%	6%	3%	10%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	76%	**67%**	44%	43%	*	-	-	51%	64%	*	64%	56%	80%	76%	59%	94%
	2021	71%	63%	**46%**	24%	20%	-	-	*	34%	40%	-	38%	57%	71%	59%	34%	82%
At Meets Grade Level or Above	2022	47%	44%	**30%**	18%	17%	*	-	-	22%	24%	*	25%	10%	20%	39%	22%	70%
	2021	44%	33%	**18%**	5%	3%	-	-	*	10%	10%	-	9%	18%	14%	30%	8%	44%
At Masters Grade Level	2022	21%	17%	**10%**	7%	7%	*	-	-	6%	4%	*	5%	0%	20%	14%	5%	34%
	2021	20%	11%	**5%**	2%	1%	-	-	*	5%	2%	-	2%	4%	14%	8%	2%	12%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	**78%**	*	-	*	-	-	-	70%	*	70%	74%	100%	85%	70%	94%
	2021	73%	67%	**62%**	-	-	-	-	-	-	42%	-	41%	63%	57%	77%	42%	82%
At Meets Grade Level or Above	2022	50%	45%	**45%**	*	-	*	-	-	-	32%	*	33%	22%	50%	58%	32%	68%
	2021	49%	41%	**37%**	-	-	-	-	-	-	15%	-	15%	19%	43%	55%	15%	61%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DONNA ISD (108902) - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 01	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2022	30%	24%	**23%**	*	-	*	-	-	-	12%	*	13%	7%	25%	34%	12%	38%
	2021	29%	20%	**17%**	-	-	-	-	-	-	4%	-	4%	0%	29%	27%	4%	32%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	81%	**79%**	84%	83%	-	-	-	92%	74%	*	74%	76%	86%	81%	78%	87%
	2019	69%	69%	**64%**	66%	66%	*	-	55%		60%	80%	58%		71%		62%	
All Grades ELA/Reading	2022	78%	82%	**80%**	80%	79%	-	-	-	93%	76%	*	76%	80%	*	82%	78%	87%
	2019	68%	68%	**64%**	63%	64%	*	-	50%		61%	80%	60%		84%		62%	
All Grades Mathematics	2022	69%	80%	**78%**	87%	87%	-	-	-	90%	71%	*	72%	69%	*	79%	78%	86%
	2019	70%	70%	**65%**	68%	68%	*	-	59%		58%	81%	56%		59%		61%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency

2021-22 STAAR Participation (TAPR)

DONNA ISD (108902) - HIDALGO COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	*	99%	99%	*	100%	-	100%	98%	100%	99%	97%	99%	99%
Included in Accountability	93%	92%	**91%**	*	91%	46%	*	100%	-	100%	92%	92%	96%	74%	92%	89%
Not Included in Accountability: Mobile	5%	4%	**5%**	*	5%	53%	*	0%	-	0%	4%	5%	1%	19%	4%	5%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	*	3%	0%	*	0%	-	0%	2%	3%	2%	5%	3%	4%
Not Tested	1%	1%	**1%**	*	1%	1%	*	0%	-	0%	2%	0%	1%	3%	1%	1%
Absent	1%	1%	**1%**	*	1%	1%	*	0%	-	0%	2%	0%	1%	2%	1%	1%
Other	0%	0%	**0%**	*	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	*	99%	100%	*	*	-	*	99%	100%	99%	99%	99%	99%
Included in Accountability	92%	91%	**88%**	*	89%	47%	*	*	-	*	90%	88%	93%	72%	89%	86%
Not Included in Accountability: Mobile	5%	4%	**5%**	*	5%	53%	*	*	-	*	4%	4%	1%	18%	4%	5%
Not Included in Accountability: Other Exclusions	2%	4%	**5%**	*	5%	0%	*	*	-	*	4%	7%	4%	8%	6%	8%
Not Tested	1%	1%	**1%**	*	1%	0%	*	*	-	*	1%	0%	1%	1%	1%	1%
Absent	1%	1%	**1%**	*	1%	0%	*	*	-	*	1%	0%	1%	1%	1%	1%
Other	0%	0%	**0%**	*	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	-	99%	100%	*	*	-	*	99%	100%	99%	97%	99%	99%
Included in Accountability	93%	93%	**92%**	-	92%	47%	*	*	-	*	93%	95%	98%	74%	93%	92%
Not Included in Accountability: Mobile	5%	4%	**6%**	-	5%	53%	*	*	-	*	5%	5%	1%	20%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	0%	*	*	-	*	1%	0%	0%	3%	1%	1%
Not Tested	1%	1%	**1%**	-	1%	0%	*	*	-	*	1%	0%	1%	3%	1%	1%
Absent	1%	1%	**1%**	-	1%	0%	*	*	-	*	1%	0%	1%	2%	1%	1%
Other	0%	1%	**1%**	-	1%	0%	*	*	-	*	0%	0%	0%	1%	0%	0%
Science																
Assessment Participant	98%	98%	**98%**	-	98%	100%	-	*	-	*	98%	100%	98%	95%	98%	98%
Included in Accountability	93%	94%	**92%**	-	92%	47%	-	*	-	*	94%	94%	97%	74%	93%	92%
Not Included in Accountability: Mobile	4%	4%	**5%**	-	5%	53%	-	*	-	*	4%	6%	1%	18%	4%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	0%	-	*	-	*	1%	0%	0%	3%	1%	1%
Not Tested	2%	2%	**2%**	-	2%	0%	-	*	-	*	2%	0%	2%	5%	2%	2%

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	1%	**2%**	-	2%	0%	-	*	-	*	2%	0%	1%	3%	2%	2%
Other	0%	0%	**0%**	-	0%	0%	-	*	-	*	0%	0%	0%	2%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**98%**	*	98%	92%	-	-	-	*	97%	100%	99%	96%	98%	98%
Included in Accountability	94%	95%	**94%**	*	95%	42%	-	-	-	*	92%	100%	97%	80%	95%	94%
Not Included in Accountability: Mobile	4%	3%	**4%**	*	4%	50%	-	-	-	*	4%	0%	1%	15%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	*	0%	0%	-	-	-	*	1%	0%	0%	1%	0%	0%
Not Tested	2%	1%	**2%**	*	2%	8%	-	-	-	*	3%	0%	1%	4%	2%	2%
Absent	1%	1%	**2%**	*	2%	8%	-	-	-	*	3%	0%	1%	4%	2%	2%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	78%	**75%**	-	75%	-	-	-	-	-	*	-	87%	45%	76%	53%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	74%	**71%**	*	71%	75%	-	33%	-	*	68%	76%	70%	74%	71%	75%
Included in Accountability	83%	69%	**63%**	*	64%	51%	-	33%	-	*	61%	72%	65%	59%	64%	66%
Not Included in Accountability: Mobile	3%	2%	**2%**	*	2%	23%	-	0%	-	*	2%	1%	1%	9%	2%	2%
Not Included in Accountability: Other Exclusions	1%	3%	**5%**	*	5%	2%	-	0%	-	*	5%	4%	4%	6%	5%	7%
Not Tested	12%	26%	**29%**	*	29%	25%	-	67%	-	*	32%	24%	30%	26%	29%	25%
Absent	2%	1%	**1%**	*	1%	2%	-	0%	-	*	3%	0%	1%	2%	1%	1%
Other	10%	25%	**28%**	*	28%	23%	-	67%	-	*	29%	24%	29%	24%	28%	24%
Reading																
Assessment Participant	89%	76%	**75%**	*	75%	75%	-	*	-	*	71%	82%	74%	76%	75%	81%
Included in Accountability	83%	69%	**61%**	*	61%	45%	-	*	-	*	58%	72%	63%	55%	61%	62%
Not Included in Accountability: Mobile	3%	2%	**2%**	*	2%	25%	-	*	-	*	2%	0%	1%	8%	2%	2%
Not Included in Accountability: Other Exclusions	3%	6%	**11%**	*	11%	5%	-	*	-	*	12%	11%	10%	13%	11%	17%
Not Tested	11%	24%	**25%**	*	25%	25%	-	*	-	*	29%	18%	26%	24%	25%	19%
Absent	2%	1%	**3%**	*	3%	5%	-	*	-	*	3%	0%	2%	4%	3%	2%
Other	10%	22%	**23%**	*	23%	20%	-	*	-	*	26%	18%	24%	20%	22%	16%
Mathematics																
Assessment Participant	88%	71%	**67%**	*	67%	72%	-	*	-	*	65%	71%	66%	72%	68%	72%
Included in Accountability	84%	69%	**64%**	*	64%	50%	-	*	-	*	62%	71%	65%	60%	65%	69%

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	2%	**3%**	*	3%	22%	-	*	-	*	3%	0%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	0%	1%	**0%**	*	0%	0%	-	*	-	*	1%	0%	0%	2%	0%	1%
Not Tested	12%	29%	**33%**	*	33%	28%	-	*	-	*	35%	29%	34%	28%	32%	28%
Absent	2%	1%	**0%**	*	0%	0%	-	*	-	*	2%	0%	0%	0%	0%	0%
Other	10%	27%	**32%**	*	32%	28%	-	*	-	*	33%	29%	33%	28%	32%	28%
Science																
Assessment Participant	87%	72%	**68%**	-	68%	75%	-	*	-	*	65%	74%	67%	72%	68%	70%
Included in Accountability	84%	70%	**65%**	-	65%	50%	-	*	-	*	63%	68%	66%	63%	66%	67%
Not Included in Accountability: Mobile	3%	1%	**2%**	-	2%	25%	-	*	-	*	2%	5%	1%	8%	2%	2%
Not Included in Accountability: Other Exclusions	0%	1%	**0%**	-	0%	0%	-	*	-	*	1%	0%	0%	2%	1%	1%
Not Tested	13%	28%	**32%**	-	32%	25%	-	*	-	*	35%	26%	33%	28%	32%	30%
Absent	2%	1%	**1%**	-	1%	0%	-	*	-	*	3%	0%	1%	1%	1%	1%
Other	10%	26%	**32%**	-	32%	25%	-	*	-	*	32%	26%	33%	27%	31%	29%
Social Studies																
Assessment Participant	87%	75%	**68%**	-	68%	*	-	*	-	-	67%	90%	68%	68%	68%	66%
Included in Accountability	84%	74%	**66%**	-	66%	*	-	*	-	-	62%	90%	68%	59%	66%	64%
Not Included in Accountability: Mobile	3%	1%	**1%**	-	1%	*	-	*	-	-	3%	0%	0%	6%	1%	1%
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	-	1%	*	-	*	-	-	2%	0%	0%	2%	1%	1%
Not Tested	13%	25%	**32%**	-	32%	*	-	*	-	-	33%	10%	32%	32%	32%	34%
Absent	3%	2%	**1%**	-	1%	*	-	*	-	-	4%	0%	1%	0%	1%	1%
Other	10%	23%	**31%**	-	31%	*	-	*	-	-	30%	10%	31%	32%	31%	34%
Accelerated Testers																
SAT/ACT Participant	85%	67%	**44%**	-	44%	-	-	-	-	-	-	*	52%	32%	40%	28%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	96.4%	**93.1%**	*	93.2%	77.6%	-	*	*	*	93.0%	92.9%	92.4%
2019-20	98.3%	98.3%	**96.9%**	90.2%	96.9%	95.4%	-	*	-	*	96.1%	96.9%	97.1%
Chronic Absenteeism													
2020-21	15.0%	11.1%	**21.0%**	*	20.9%	50.0%	-	*	*	*	21.5%	21.3%	23.1%
2019-20	6.7%	6.9%	**11.1%**	30.0%	11.0%	31.3%	-	*	-	*	16.3%	10.9%	10.4%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.9%	**0.7%**	-	0.7%	*	-	*	-	*	0.6%	0.7%	0.7%
2019-20	0.5%	0.1%	**0.2%**	*	0.2%	*	-	*	-	-	1.0%	0.2%	0.2%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.0%	**1.1%**	*	1.1%	7.7%	-	-	-	-	2.0%	1.2%	1.6%
2019-20	1.6%	0.9%	**1.1%**	33.3%	1.0%	0.0%	-	-	-	-	1.7%	1.1%	1.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**92.1%**	*	92.2%	*	-	-	-	-	88.6%	91.9%	88.2%
Received TxCHSE	0.3%	0.1%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.3%	**4.5%**	*	4.5%	*	-	-	-	-	0.0%	4.6%	4.9%
Dropped Out	5.8%	4.5%	**3.3%**	*	3.3%	*	-	-	-	-	11.4%	3.6%	6.9%
Graduates and TxCHSE	90.3%	92.2%	**92.1%**	*	92.2%	*	-	-	-	-	88.6%	91.9%	88.2%
Graduates, TxCHSE, and Continuers	94.2%	95.5%	**96.7%**	*	96.7%	*	-	-	-	-	88.6%	96.4%	93.1%
Class of 2020													
Graduated	90.3%	92.1%	**91.1%**	*	91.1%	*	-	-	-	-	86.8%	91.0%	85.7%
Received TxCHSE	0.4%	0.2%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.4%	**4.2%**	*	4.2%	*	-	-	-	-	3.9%	4.3%	6.4%
Dropped Out	5.4%	4.3%	**4.7%**	*	4.7%	*	-	-	-	-	9.2%	4.8%	7.9%
Graduates and TxCHSE	90.7%	92.3%	**91.1%**	*	91.1%	*	-	-	-	-	86.8%	91.0%	85.7%
Graduates, TxCHSE, and Continuers	94.6%	95.7%	**95.3%**	*	95.3%	*	-	-	-	-	90.8%	95.2%	92.1%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.8%	**93.6%**	*	93.7%	*	-	-	-	-	89.5%	93.6%	89.8%
Received TxCHSE	0.5%	0.2%	**0.1%**	*	0.1%	*	-	-	-	-	0.0%	0.1%	0.0%
Continued HS	1.1%	1.1%	**1.3%**	*	1.3%	*	-	-	-	-	1.3%	1.3%	1.2%
Dropped Out	6.2%	4.9%	**5.0%**	*	4.9%	*	-	-	-	-	9.2%	5.0%	8.9%
Graduates and TxCHSE	92.7%	94.0%	**93.7%**	*	93.8%	*	-	-	-	-	89.5%	93.7%	89.8%

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.1%	**95.0%**	*	95.1%	*	-	-	-	-	90.8%	95.0%	91.1%
Class of 2019													
Graduated	92.0%	92.7%	**89.9%**	*	89.9%	*	-	*	-	-	78.6%	89.4%	81.9%
Received TxCHSE	0.5%	0.2%	**0.1%**	*	0.1%	*	-	*	-	-	0.0%	0.1%	0.0%
Continued HS	1.3%	1.6%	**0.8%**	*	0.8%	*	-	*	-	-	2.0%	0.8%	1.1%
Dropped Out	6.1%	5.6%	**9.2%**	*	9.2%	*	-	*	-	-	19.4%	9.7%	16.9%
Graduates and TxCHSE	92.6%	92.9%	**90.0%**	*	90.0%	*	-	*	-	-	78.6%	89.5%	81.9%
Graduates, TxCHSE, and Continuers	93.9%	94.4%	**90.8%**	*	90.8%	*	-	*	-	-	80.6%	90.3%	83.1%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.3%	**91.1%**	*	91.1%	*	-	*	-	-	80.8%	90.6%	83.2%
Received TxCHSE	0.6%	0.3%	**0.1%**	*	0.1%	*	-	*	-	-	0.0%	0.1%	0.0%
Continued HS	0.6%	0.7%	**0.0%**	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	5.7%	**8.8%**	*	8.8%	*	-	*	-	-	19.2%	9.3%	16.8%
Graduates and TxCHSE	93.2%	93.5%	**91.2%**	*	91.2%	*	-	*	-	-	80.8%	90.7%	83.2%
Graduates, TxCHSE, and Continuers	93.8%	94.3%	**91.2%**	*	91.2%	*	-	*	-	-	80.8%	90.7%	83.2%
Class of 2018													
Graduated	92.6%	93.6%	**90.2%**	*	90.4%	57.1%	-	-	-	-	87.3%	89.8%	81.7%
Received TxCHSE	0.7%	0.4%	**0.1%**	*	0.1%	0.0%	-	-	-	-	0.0%	0.1%	0.4%
Continued HS	0.6%	0.9%	**0.0%**	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.1%	5.1%	**9.7%**	*	9.5%	42.9%	-	-	-	-	12.7%	10.1%	17.9%
Graduates and TxCHSE	93.3%	94.0%	**90.3%**	*	90.5%	57.1%	-	-	-	-	87.3%	89.9%	82.1%
Graduates, TxCHSE, and Continuers	93.9%	94.9%	**90.3%**	*	90.5%	57.1%	-	-	-	-	87.3%	89.9%	82.1%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	92.1%	**89.7%**	*	89.8%	*	-	-	-	-	82.6%	89.4%	86.1%
Class of 2020	90.3%	92.1%	**89.1%**	*	89.2%	80.0%	-	-	-	-	73.6%	89.0%	83.4%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	90.0%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	71.4%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	1.5%	**7.7%**	*	7.7%	*	-	-	-	-	22.9%	7.9%	10.1%
Class of 2020	4.3%	3.7%	**7.3%**	*	7.2%	*	-	-	-	-	13.6%	7.5%	11.3%
FHSP-DLA Graduates (Longitudinal Rate)													

2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
DONNA ISD (108902) - HIDALGO COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	92.2%	**89.9%**	*	89.9%	*	-	-	-	-	52.9%	89.5%	86.6%
Class of 2020	83.5%	90.7%	**90.2%**	*	90.4%	*	-	-	-	-	50.0%	89.9%	81.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	93.6%	**97.6%**	*	97.6%	*	-	-	-	-	75.7%	97.5%	96.7%
Class of 2020	87.8%	94.4%	**97.6%**	*	97.6%	*	-	-	-	-	63.6%	97.4%	93.3%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	36.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	29.9%	*	-	*	-	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	1.5%	**10.0%**	*	10.0%	*	-	-	-	-	21.5%	10.1%	14.0%
2019-20	4.4%	3.8%	**11.7%**	*	11.7%	*	-	-	-	-	20.0%	11.6%	18.0%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	91.0%	**87.0%**	*	87.0%	*	-	-	-	-	48.1%	86.6%	82.6%
2019-20	81.8%	89.6%	**85.5%**	*	85.6%	*	-	-	-	-	42.7%	85.6%	74.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	92.3%	**97.0%**	*	97.0%	*	-	-	-	-	69.6%	96.8%	96.6%
2019-20	85.8%	93.0%	**97.1%**	*	97.2%	*	-	-	-	-	61.8%	97.0%	92.9%

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	970	100.0%	358,842	100.0%
By Ethnicity:				
African American	1	0.1%	44,018	12.3%
Hispanic	968	99.8%	183,306	51.1%
White	1	0.1%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	0	0.0%	18,030	5.0%
Pacific Islander	0	0.0%	553	0.2%
Two or More Races	0	0.0%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	29	3.0%	56,281	15.7%
Foundation H.S. Program (Endorsement)	97	10.0%	13,582	3.8%
Foundation H.S. Program (DLA)	844	87.0%	287,316	80.1%
Special Education Graduates	79	8.1%	31,028	8.6%
Economically Disadvantaged Graduates	898	92.6%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	322	33.2%	32,809	9.1%
At-Risk Graduates	608	62.7%	155,884	43.4%
CTE Completers	348	35.9%	99,076	27.6%

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	80.5%	**67.3%**	*	67.3%	*	-	-	-	-	100.0%	66.1%	55.3%
2019-20	63.0%	75.9%	**60.8%**	*	60.8%	*	-	-	-	-	96.1%	59.9%	51.1%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	60.2%	**42.6%**	*	42.6%	*	-	-	-	-	6.3%	40.2%	26.1%
2019-20	53.4%	60.9%	**35.8%**	*	35.7%	*	-	-	-	-	5.3%	35.1%	20.3%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	58.0%	**25.4%**	*	25.3%	*	-	-	-	-	1.3%	23.4%	6.8%
2019-20	59.7%	60.8%	**31.4%**	*	31.3%	*	-	-	-	-	1.3%	29.8%	7.4%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	51.2%	**13.1%**	*	13.0%	*	-	-	-	-	1.3%	11.7%	2.8%
2019-20	47.9%	53.0%	**22.7%**	*	22.6%	*	-	-	-	-	1.3%	21.8%	8.7%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	45.0%	**11.5%**	*	11.5%	*	-	-	-	-	1.3%	10.5%	1.9%
2019-20	43.2%	47.2%	**18.1%**	*	18.0%	*	-	-	-	-	1.3%	16.8%	4.8%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	23.2%	**7.8%**	*	7.9%	*	-	-	-	-	1.3%	8.0%	7.1%
2019-20	21.1%	23.4%	**10.6%**	*	10.5%	*	-	-	-	-	0.0%	10.7%	8.4%
Associate Degree (Annual Graduates)													
2020-21	2.6%	6.3%	**1.0%**	*	1.0%	*	-	-	-	-	0.0%	0.4%	0.0%
2019-20	2.1%	5.8%	**0.9%**	*	0.9%	*	-	-	-	-	0.0%	0.7%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	35.1%	**36.0%**	*	36.1%	*	-	-	-	-	3.8%	33.5%	18.0%
2019-20	24.6%	33.3%	**25.5%**	*	25.5%	*	-	-	-	-	2.6%	24.4%	10.9%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	3.3%	**16.8%**	*	16.8%	*	-	-	-	-	1.3%	15.0%	4.0%
2019-20	4.0%	2.5%	**11.6%**	*	11.5%	*	-	-	-	-	1.3%	10.9%	2.3%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	43.1%	**46.3%**	*	46.3%	*	-	-	-	-	100.0%	46.8%	42.5%
2019-20	18.7%	36.4%	**43.3%**	*	43.2%	*	-	-	-	-	96.1%	42.7%	41.5%
Approved Industry-Based Certification (Annual Graduates)													

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	37.1%	**39.5%**	*	39.5%	*	-	-	-	-	17.7%	39.4%	33.5%
2019-20	13.2%	30.3%	**37.1%**	*	37.0%	*	-	-	-	-	13.2%	36.3%	29.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	1.4%	**1.5%**	*	1.5%	*	-	-	-	-	0.0%	1.6%	2.2%
2019-20	0.7%	2.4%	**2.6%**	*	2.6%	*	-	-	-	-	0.0%	2.6%	3.2%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	2.5%	**3.5%**	*	3.5%	*	-	-	-	-	43.0%	3.8%	4.0%
2019-20	2.4%	2.4%	**3.3%**	*	3.3%	*	-	-	-	-	44.7%	3.3%	7.4%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	5.5%	**5.7%**	*	5.7%	*	-	-	-	-	69.6%	6.1%	8.4%
2019-20	3.7%	4.4%	**4.5%**	*	4.5%	*	-	-	-	-	61.8%	4.5%	6.8%

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	44.6%	**22.6%**	*	22.5%	*	-	-	-	-	1.3%	20.7%	2.8%
	2019-20	30.1%	46.1%	**30.0%**	*	29.8%	*	-	-	-	-	0.0%	28.4%	6.4%
Mathematics	2020-21	19.4%	36.7%	**11.8%**	*	11.7%	*	-	-	-	-	1.3%	10.5%	2.2%
	2019-20	21.2%	38.2%	**17.4%**	*	17.3%	*	-	-	-	-	0.0%	16.3%	3.9%
Both Subjects	2020-21	14.4%	31.3%	**10.4%**	*	10.3%	*	-	-	-	-	1.3%	9.4%	1.6%
	2019-20	16.4%	32.1%	**15.7%**	*	15.6%	*	-	-	-	-	0.0%	14.4%	3.9%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	10.9%	**2.7%**	*	2.7%	*	-	-	-	-	0.0%	2.6%	4.0%
	2019-20	7.3%	10.5%	**1.2%**	*	1.2%	*	-	-	-	-	1.3%	1.1%	1.0%
Mathematics	2020-21	10.3%	13.4%	**1.1%**	*	1.1%	*	-	-	-	-	0.0%	1.1%	0.6%
	2019-20	9.7%	12.9%	**4.9%**	*	4.8%	*	-	-	-	-	1.3%	5.2%	4.8%
Both Subjects	2020-21	4.9%	7.9%	**0.7%**	*	0.7%	*	-	-	-	-	0.0%	0.8%	0.3%
	2019-20	4.2%	7.5%	**0.9%**	*	0.9%	*	-	-	-	-	1.3%	0.9%	1.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	23.0%	**13.8%**	-	13.9%	0.0%	-	-	-	-	0.5%	12.3%	5.1%
	2020	22.0%	23.7%	**14.2%**	*	14.1%	25.0%	-	-	-	-	1.1%	12.6%	5.7%
English Language Arts	2021	12.1%	13.9%	**5.4%**	-	5.4%	0.0%	-	-	-	-	0.0%	4.5%	0.8%
	2020	12.7%	13.9%	**7.1%**	*	7.1%	0.0%	-	-	-	-	0.5%	6.6%	2.4%
Mathematics	2021	6.1%	5.4%	**2.2%**	-	2.3%	0.0%	-	-	-	-	0.0%	1.8%	0.1%
	2020	6.4%	5.4%	**2.6%**	*	2.5%	25.0%	-	-	-	-	0.0%	2.2%	1.0%
Science	2021	8.7%	8.7%	**5.9%**	-	5.9%	0.0%	-	-	-	-	0.0%	5.4%	1.5%
	2020	9.4%	8.6%	**4.0%**	*	4.0%	12.5%	-	-	-	-	0.0%	3.3%	0.8%
Social Studies	2021	11.6%	14.1%	**7.6%**	-	7.6%	0.0%	-	-	-	-	0.5%	6.6%	2.7%
	2020	12.4%	15.0%	**6.7%**	*	6.7%	12.5%	-	-	-	-	0.0%	5.7%	2.5%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	29.6%	**15.5%**	-	15.5%	-	-	-	-	-	*	17.9%	32.4%
	2020	59.0%	44.6%	**27.9%**	-	27.7%	*	-	-	-	-	*	30.4%	44.4%
English Language Arts	2021	42.7%	15.3%	**4.5%**	-	4.5%	-	-	-	-	-	-	4.7%	16.7%
	2020	50.1%	28.5%	**9.7%**	-	9.7%	-	-	-	-	-	*	8.9%	0.0%
Mathematics	2021	49.4%	20.1%	**2.2%**	-	2.2%	-	-	-	-	-	-	2.9%	*
	2020	56.5%	29.6%	**3.8%**	-	3.9%	*	-	-	-	-	-	4.8%	0.0%
Science	2021	41.4%	13.0%	**0.8%**	-	0.8%	-	-	-	-	-	-	1.0%	0.0%
	2020	47.6%	22.6%	**9.9%**	-	8.8%	*	-	-	-	-	-	8.1%	0.0%

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	13.2%	**1.9%**	-	1.9%	-	-	-	-	-	*	1.6%	0.0%
	2020	52.3%	24.5%	**11.0%**	-	11.1%	*	-	-	-	-	-	12.1%	18.8%
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	47.9%	**17.3%**	*	17.3%	*	-	-	-	-	1.3%	14.7%	7.2%
	2019-20	76.7%	76.2%	**83.9%**	*	83.7%	*	-	-	-	-	67.1%	83.9%	78.5%
At/Above Criterion for All Examinees	2020-21	32.9%	20.8%	**8.9%**	-	9.0%	-	-	-	-	-	*	9.8%	0.0%
	2019-20	35.7%	20.9%	**5.1%**	-	4.9%	40.0%	-	-	-	-	0.0%	4.1%	0.4%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	953	**968**	-	968	-	-	-	-	-	-	*	-
	2019-20	1019	964	**991**	-	982	1290	-	-	-	-	-	988	920
English Language Arts and Writing	2020-21	504	483	**514**	-	514	-	-	-	-	-	-	*	-
	2019-20	513	489	**507**	-	502	700	-	-	-	-	-	506	488
Mathematics	2020-21	498	470	**454**	-	454	-	-	-	-	-	-	*	-
	2019-20	506	475	**484**	-	481	590	-	-	-	-	-	482	432
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	18.0	**17.3**	-	17.3	-	-	-	-	-	*	17.1	13.9
	2019-20	20.2	17.9	**16.1**	-	16.1	21.3	-	-	-	-	13.0	15.9	13.8
English Language Arts	2020-21	19.6	17.4	**16.8**	-	16.8	-	-	-	-	-	*	16.5	12.6
	2019-20	19.9	17.4	**15.3**	-	15.3	20.3	-	-	-	-	11.5	15.1	12.5
Mathematics	2020-21	19.9	18.0	**17.1**	-	17.1	-	-	-	-	-	*	17.0	14.8
	2019-20	20.1	17.9	**16.3**	-	16.3	22.8	-	-	-	-	14.7	16.2	15.0
Science	2020-21	20.3	18.5	**18.1**	-	18.1	-	-	-	-	-	*	17.8	14.9
	2019-20	20.5	18.4	**16.9**	-	16.8	21.5	-	-	-	-	13.8	16.7	14.5

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	54.0%	**39.8%**	*	39.8%	27.3%	-	-	-	-	19.9%	38.6%	25.4%
	2019-20	46.3%	57.4%	**44.1%**	20.0%	44.1%	38.5%	-	-	-	-	26.1%	43.5%	28.3%
English Language Arts	2020-21	16.3%	23.2%	**9.0%**	*	9.0%	0.0%	-	-	-	-	0.0%	8.1%	1.6%
	2019-20	18.2%	25.2%	**12.4%**	0.0%	12.4%	16.7%	-	-	-	-	1.6%	11.9%	2.9%
Mathematics	2020-21	19.3%	25.2%	**29.8%**	*	29.8%	11.1%	-	-	-	-	13.8%	28.7%	19.1%
	2019-20	20.7%	26.8%	**29.8%**	*	29.8%	30.8%	-	-	-	-	19.0%	29.1%	19.0%
Science	2020-21	20.6%	24.0%	**28.5%**	*	28.5%	22.2%	-	-	-	-	14.5%	27.6%	16.2%
	2019-20	22.4%	25.7%	**28.9%**	*	28.9%	38.5%	-	-	-	-	18.6%	28.4%	17.7%
Social Studies	2020-21	22.8%	30.7%	**14.8%**	*	14.8%	11.1%	-	-	-	-	1.1%	13.6%	4.4%
	2019-20	24.6%	31.3%	**16.5%**	20.0%	16.5%	7.7%	-	-	-	-	0.5%	15.4%	4.0%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
	2019-20	58.5%	78.9%	**64.1%**	*	64.0%	*	-	-	-	-	46.1%	63.8%	52.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	48.9%	**34.9%**	*	34.8%	*	-	-	-	-	11.8%	33.0%	14.8%
	2018-19	52.6%	57.6%	**38.7%**	*	38.7%	*	-	*	-	-	20.0%	36.7%	18.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Total Students	13,060	100.0%	5,402,928	100.0%	13,061	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	24	0.2%	14,290	0.3%	25	0.2%	21,375	0.4%
Pre-Kindergarten	563	4.3%	222,767	4.1%	563	4.3%	223,733	4.1%
Pre-Kindergarten: 3-year Old	135	1.0%	33,969	0.6%	135	1.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	428	3.3%	188,798	3.5%	428	3.3%	189,474	3.5%
Kindergarten	752	5.8%	370,054	6.8%	752	5.8%	371,502	6.8%
Grade 1	893	6.8%	384,494	7.1%	893	6.8%	386,232	7.1%
Grade 2	914	7.0%	382,008	7.1%	914	7.0%	383,838	7.1%
Grade 3	868	6.6%	383,078	7.1%	868	6.6%	384,872	7.1%
Grade 4	869	6.7%	383,959	7.1%	869	6.7%	386,011	7.1%
Grade 5	937	7.2%	387,945	7.2%	937	7.2%	389,971	7.2%
Grade 6	915	7.0%	398,640	7.4%	915	7.0%	400,447	7.4%
Grade 7	1,021	7.8%	418,486	7.7%	1,021	7.8%	418,788	7.7%
Grade 8	997	7.6%	424,287	7.9%	997	7.6%	424,544	7.8%
Grade 9	1,385	10.6%	475,437	8.8%	1,385	10.6%	475,746	8.8%
Grade 10	1,055	8.1%	408,393	7.6%	1,055	8.1%	408,700	7.5%
Grade 11	963	7.4%	389,034	7.2%	963	7.4%	389,454	7.2%
Grade 12	904	6.9%	360,056	6.7%	904	6.9%	362,157	6.7%
Ethnic Distribution:								
African American	4	0.0%	690,999	12.8%	4	0.0%	694,302	12.8%
Hispanic	13,020	99.7%	2,850,147	52.8%	13,021	99.7%	2,860,754	52.7%
White	28	0.2%	1,420,166	26.3%	28	0.2%	1,427,241	26.3%
American Indian	3	0.0%	17,944	0.3%	3	0.0%	18,028	0.3%
Asian	3	0.0%	259,342	4.8%	3	0.0%	261,788	4.8%
Pacific Islander	0	0.0%	8,443	0.2%	0	0.0%	8,477	0.2%
Two or More Races	2	0.0%	155,887	2.9%	2	0.0%	156,780	2.9%
Sex:								
Female	6,315	48.4%	2,640,313	48.9%	6,316	48.4%	2,650,563	48.8%
Male	6,745	51.6%	2,762,615	51.1%	6,745	51.6%	2,776,807	51.2%
Economically Disadvantaged	12,354	94.6%	3,278,452	60.7%	12,355	94.6%	3,289,420	60.6%
Non-Educationally Disadvantaged	706	5.4%	2,124,476	39.3%	706	5.4%	2,137,950	39.4%
Section 504 Students	472	3.6%	400,729	7.4%	472	3.6%	401,648	7.4%
EB Students/EL	7,332	56.1%	1,171,661	21.7%	7,332	56.1%	1,175,333	21.7%

	---------- Membership ----------				---------- Enrollment ----------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Disciplinary Placements (2020-21)	18	0.1%	34,054	0.6%				
Students w/ Dyslexia	91	0.7%	270,260	5.0%	91	0.7%	270,966	5.0%
Foster Care	13	0.1%	15,338	0.3%	13	0.1%	15,409	0.3%
Homeless	970	7.4%	61,433	1.1%	970	7.4%	61,687	1.1%
Immigrant	191	1.5%	108,510	2.0%	191	1.5%	108,787	2.0%
Migrant	487	3.7%	14,366	0.3%	487	3.7%	14,426	0.3%
Title I	13,060	100.0%	3,473,996	64.3%	13,061	100.0%	3,487,333	64.3%
Military Connected	15	0.1%	176,253	3.3%	15	0.1%	176,554	3.3%
At-Risk	10,777	82.5%	2,892,191	53.5%	10,777	82.5%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	7,447	57.0%	1,182,035	21.9%	7,447	57.0%	1,185,511	21.8%
Gifted and Talented Education	1,110	8.5%	434,269	8.0%	1,110	8.5%	435,356	8.0%
Special Education	1,361	10.4%	624,256	11.6%	1,361	10.4%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	1,361		624,256					
By Type of Primary Disability Students with Intellectual Disabilities	812	59.7%	268,673	43.0%				
Students with Physical Disabilities	181	13.3%	129,679	20.8%				
Students with Autism	138	10.1%	91,742	14.7%				
Students with Behavioral Disabilities	209	15.4%	125,096	20.0%				
Students with Non-Categorical Early Childhood	21	1.5%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	1,651	12.4%	705,063	13.6%				
By Ethnicity: African American	2	0.0%	131,970	2.5%				
Hispanic	1,631	12.3%	342,504	6.6%				
White	15	0.1%	184,235	3.5%				
American Indian	0	0.0%	2,852	0.1%				
Asian	1	0.0%	16,716	0.3%				
Pacific Islander	1	0.0%	1,690	0.0%				
Two or More Races	1	0.0%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	187	12.2%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	940	13.1%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	1,606	12.7%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	2,332	21.6%	772,746	18.9%				

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	**District**	**State**	**District**	**State**
Retention Rates by Grade:				
Kindergarten	1.3%	1.9%	0.0%	5.2%
Grade 1	4.7%	2.9%	3.8%	4.2%
Grade 2	3.0%	1.7%	0.0%	2.2%
Grade 3	2.0%	1.0%	2.0%	1.0%
Grade 4	1.7%	0.7%	2.7%	0.7%
Grade 5	1.1%	0.5%	0.8%	0.7%
Grade 6	1.1%	0.6%	0.0%	0.6%
Grade 7	2.1%	0.7%	0.0%	0.7%
Grade 8	2.0%	0.6%	0.0%	0.8%
Grade 9	24.2%	10.5%	20.6%	14.1%

	---- District ----		----- State -----	
	Count	**Percent**	**Count**	**Percent**
Data Quality:				
Underreported Students	11	0.2%	8,781	0.3%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	18.5	18.7
Grade 1	18.4	18.7
Grade 2	17.9	18.6
Grade 3	18.0	18.7
Grade 4	17.4	18.8
Grade 5	18.8	20.2
Grade 6	16.0	19.2
Secondary:		
English/Language Arts	16.8	16.3
Foreign Languages	19.7	18.4
Mathematics	17.6	17.5
Science	16.6	18.5
Social Studies	17.1	19.1

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
Total Staff	2,319.5	100.0%	749,473.4	100.0%
Professional Staff:	1,295.1	55.8%	480,632.3	64.1%
Teachers	974.7	42.0%	369,695.8	49.3%
Professional Support	255.4	11.0%	80,190.4	10.7%
Campus Administration (School Leadership)	44.8	1.9%	22,091.4	2.9%
Central Administration	20.3	0.9%	8,654.8	1.2%
Educational Aides:	288.3	12.4%	82,972.4	11.1%
Auxiliary Staff:	736.2	31.7%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	19.0	n/a	4,194.0	n/a
Part-time Librarians	1.0	n/a	607.0	n/a
Full-time Counselors	43.0	n/a	13,550.0	n/a
Part-time Counselors	2.0	n/a	1,176.0	n/a
Total Minority Staff:	2,275.9	98.1%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	3.0	0.3%	41,286.1	11.2%
Hispanic	941.1	96.6%	106,866.5	28.9%
White	24.5	2.5%	208,485.4	56.4%
American Indian	0.0	0.0%	1,235.6	0.3%
Asian	6.0	0.6%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	0.0	0.0%	4,312.0	1.2%
Teachers by Sex:				
Males	345.3	35.4%	89,015.4	24.1%
Females	629.4	64.6%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	10.8	1.1%	5,187.9	1.4%
Bachelors	787.5	80.8%	268,560.2	72.6%
Masters	171.6	17.6%	93,139.5	25.2%
Doctorate	4.8	0.5%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	66.9	6.9%	29,215.8	7.9%
1-5 Years Experience	199.1	20.4%	98,764.8	26.7%
6-10 Years Experience	251.2	25.8%	76,197.2	20.6%

	----- District -----		------- State -------	
Staff Information	**Count**	**Percent**	**Count**	**Percent**
11-20 Years Experience	334.4	34.3%	105,811.4	28.6%
21-30 Years Experience	93.5	9.6%	48,804.6	13.2%
Over 30 Years Experience	29.6	3.0%	10,902.0	2.9%
Number of Students per Teacher	13.4	n/a	14.6	n/a

Staff Information	**District**	**State**
Experience of Campus Leadership:		
Average Years Experience of Principals	7.1	6.3
Average Years Experience of Principals with District	7.1	5.4
Average Years Experience of Assistant Principals	6.7	5.5
Average Years Experience of Assistant Principals with District	5.8	4.8
Average Years Experience of Teachers:	11.5	11.1
Average Years Experience of Teachers with District:	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$53,500	$51,054
1-5 Years Experience	$53,852	$54,577
6-10 Years Experience	$56,098	$57,746
11-20 Years Experience	$60,197	$61,377
21-30 Years Experience	$64,449	$65,949
Over 30 Years Experience	$74,392	$71,111
Average Actual Salaries (regular duties only):		
Teachers	$58,223	$58,887
Professional Support	$63,600	$69,505
Campus Administration (School Leadership)	$83,673	$84,990
Central Administration	$97,369	$112,797
Instructional Staff Percent:	60.3%	64.9%
Turnover Rate for Teachers:	10.8%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff: Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

	------ District -----		------- State -------	
Program Information	**Count**	**Percent**	**Count**	**Percent**
Teachers by Program (population served):				
Bilingual/ESL Education	61.0	6.3%	22,926.8	6.2%
Career and Technical Education	69.4	7.1%	19,365.5	5.2%
Compensatory Education	0.0	0.0%	11,037.2	3.0%
Gifted and Talented Education	13.8	1.4%	6,465.0	1.7%
Regular Education	724.5	74.3%	261,685.1	70.8%
Special Education	78.2	8.0%	35,441.0	9.6%
Other	27.8	2.9%	12,775.1	3.5%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: DONNA H S

Campus Number: 108902001

2022 Accountability Rating: B

Distinction Designations:

- **Academic Achievement in Science**
- **Academic Achievement in Social Studies**
- **Postsecondary Readiness**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	44%	**44%**	-	44%	*	-	*	-	-	24%	*	44%	44%	44%	35%
	2021	67%	43%	**41%**	-	41%	*	-	-	-	-	23%	*	44%	27%	42%	28%
At Meets Grade Level or Above	2022	47%	23%	**24%**	-	24%	*	-	*	-	-	17%	*	24%	22%	23%	15%
	2021	50%	26%	**22%**	-	22%	*	-	-	-	-	10%	*	25%	9%	23%	12%
At Masters Grade Level	2022	11%	2%	**2%**	-	2%	*	-	*	-	-	4%	*	2%	2%	2%	1%
	2021	12%	3%	**2%**	-	2%	*	-	-	-	-	3%	*	2%	1%	2%	1%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	55%	**56%**	-	55%	*	-	-	-	-	24%	*	56%	53%	54%	39%
	2021	71%	54%	**59%**	-	59%	-	-	-	-	-	28%	50%	63%	44%	60%	35%
At Meets Grade Level or Above	2022	55%	35%	**35%**	-	35%	*	-	-	-	-	15%	*	36%	31%	34%	20%
	2021	57%	38%	**41%**	-	41%	-	-	-	-	-	17%	33%	45%	25%	43%	16%
At Masters Grade Level	2022	9%	3%	**4%**	-	4%	*	-	-	-	-	2%	*	4%	3%	3%	1%
	2021	11%	3%	**3%**	-	3%	-	-	-	-	-	3%	0%	3%	2%	2%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	60%	**68%**	-	68%	*	-	*	-	-	52%	*	68%	68%	68%	63%
	2021	73%	53%	**47%**	-	47%	*	-	-	-	-	45%	*	50%	35%	46%	41%
At Meets Grade Level or Above	2022	43%	18%	**21%**	-	21%	*	-	*	-	-	25%	*	22%	18%	22%	18%
	2021	41%	15%	**13%**	-	13%	*	-	-	-	-	23%	*	14%	8%	12%	9%
At Masters Grade Level	2022	27%	8%	**6%**	-	6%	*	-	*	-	-	8%	*	7%	5%	6%	5%
	2021	23%	5%	**4%**	-	4%	*	-	-	-	-	6%	*	4%	2%	4%	4%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	73%	**74%**	-	74%	*	-	*	-	-	55%	*	75%	69%	73%	67%
	2021	82%	64%	**59%**	-	59%	*	-	-	-	-	34%	80%	63%	44%	58%	44%
At Meets Grade Level or Above	2022	55%	34%	**32%**	-	32%	*	-	*	-	-	24%	*	33%	27%	31%	24%
	2021	55%	30%	**26%**	-	26%	*	-	-	-	-	20%	20%	29%	17%	25%	16%
At Masters Grade Level	2022	21%	8%	**5%**	-	5%	*	-	*	-	-	6%	*	5%	8%	5%	2%
	2021	22%	6%	**3%**	-	3%	*	-	-	-	-	6%	0%	3%	3%	3%	2%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	88%	**91%**	-	91%	-	-	-	-	-	71%	*	91%	95%	91%	86%
	2021	88%	81%	**83%**	-	83%	*	-	-	-	-	62%	100%	84%	80%	81%	66%
At Meets Grade Level or Above	2022	68%	58%	**60%**	-	60%	-	-	-	-	-	31%	*	60%	59%	58%	43%
	2021	69%	52%	**56%**	-	56%	*	-	-	-	-	32%	43%	57%	50%	52%	32%
At Masters Grade Level	2022	42%	30%	**34%**	-	34%	-	-	-	-	-	13%	*	33%	38%	32%	17%
	2021	43%	25%	**26%**	-	26%	*	-	-	-	-	17%	29%	26%	25%	21%	11%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	83%	**83%**	-	83%	-	-	-	-	-	*	-	87%	67%	78%	75%
	2021	95%	90%	**90%**	-	90%	-	-	-	-	-	-	-	93%	80%	91%	57%
At Meets Grade Level or Above	2022	64%	21%	**20%**	-	20%	-	-	-	-	-	*	-	22%	11%	18%	0%
	2021	69%	37%	**37%**	-	37%	-	-	-	-	-	-	-	36%	40%	35%	29%
At Masters Grade Level	2022	13%	0%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
	2021	14%	1%	**2%**	-	2%	-	-	-	-	-	-	-	0%	7%	2%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**66%**	-	66%	33%	-	*	-	-	44%	60%	66%	64%	65%	56%
	2021	67%	41%	**60%**	-	60%	78%	-	-	-	-	37%	80%	63%	49%	59%	41%
At Meets Grade Level or Above	2022	48%	31%	**33%**	-	33%	11%	-	*	-	-	22%	35%	34%	29%	32%	23%
	2021	41%	19%	**34%**	-	34%	33%	-	-	-	-	19%	36%	37%	24%	33%	17%
At Masters Grade Level	2022	23%	12%	**9%**	-	9%	0%	-	*	-	-	6%	10%	9%	9%	9%	4%
	2021	18%	6%	**8%**	-	8%	0%	-	-	-	-	7%	12%	8%	7%	7%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**49%**	-	49%	*	-	*	-	-	24%	50%	50%	48%	49%	37%
	2021	68%	43%	**51%**	-	51%	*	-	-	-	-	26%	60%	54%	37%	52%	31%
At Meets Grade Level or Above	2022	53%	32%	**29%**	-	29%	*	-	*	-	-	16%	13%	30%	26%	28%	17%
	2021	45%	22%	**33%**	-	33%	*	-	-	-	-	13%	30%	36%	19%	33%	14%
At Masters Grade Level	2022	25%	11%	**3%**	-	3%	*	-	*	-	-	3%	0%	3%	3%	2%	1%
	2021	18%	5%	**3%**	-	3%	*	-	-	-	-	3%	0%	3%	2%	2%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**70%**	-	70%	*	-	*	-	-	53%	*	70%	68%	69%	63%
	2021	66%	35%	**54%**	-	54%	*	-	-	-	-	45%	*	56%	44%	52%	42%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	26%	**21%**	-	21%	*	-	*	-	-	25%	*	22%	18%	22%	17%
	2021	37%	11%	**17%**	-	17%	*	-	-	-	-	23%	*	17%	14%	15%	10%
At Masters Grade Level	2022	20%	9%	**6%**	-	6%	*	-	*	-	-	8%	*	6%	5%	6%	5%
	2021	18%	4%	**3%**	-	3%	*	-	-	-	-	6%	*	3%	3%	3%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**74%**	-	74%	*	-	*	-	-	55%	*	75%	69%	73%	67%
	2021	71%	46%	**59%**	-	59%	*	-	-	-	-	34%	80%	63%	45%	58%	44%
At Meets Grade Level or Above	2022	47%	30%	**31%**	-	31%	*	-	*	-	-	24%	*	32%	26%	31%	24%
	2021	44%	18%	**26%**	-	26%	*	-	-	-	-	20%	20%	29%	18%	25%	16%
At Masters Grade Level	2022	21%	10%	**5%**	-	5%	*	-	*	-	-	6%	*	5%	7%	5%	2%
	2021	20%	5%	**3%**	-	3%	*	-	-	-	-	6%	0%	3%	3%	3%	2%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	78%	**91%**	-	91%	-	-	-	-	-	71%	*	91%	95%	91%	86%
	2021	73%	62%	**83%**	-	83%	*	-	-	-	-	62%	100%	84%	80%	81%	66%
At Meets Grade Level or Above	2022	50%	45%	**60%**	-	60%	-	-	-	-	-	31%	*	60%	59%	58%	43%
	2021	49%	37%	**56%**	-	56%	*	-	-	-	-	32%	43%	57%	50%	52%	32%
At Masters Grade Level	2022	30%	23%	**34%**	-	34%	-	-	-	-	-	13%	*	33%	38%	32%	17%
	2021	29%	17%	**26%**	-	26%	*	-	-	-	-	17%	29%	26%	25%	21%	11%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2022	71	74	**74**	-	74	*	-	-	-	-	52	*	73	81	74	69
	2019	69	67	**67**	*	68	*	-	-	-	-	61	*	68	63	66	64
End of Course Algebra I	2022	67	42	**43**	-	43	*	-	-	-	-	40	-	43	43	42	38
	2019	75	62	**59**	-	59	-	-	-	-	-	40	50	57	69	59	56
All Grades Both Subjects	2022	74	79	**62**	-	62	*	-	-	-	-	45	*	62	63	62	56
	2019	69	64	**63**	*	63	*	-	-	-	-	49	55	63	65	63	60
All Grades ELA/Reading	2022	78	80	**74**	-	74	*	-	-	-	-	52	*	73	81	74	69
	2019	68	64	**67**	*	68	*	-	-	-	-	61	*	68	63	66	64
All Grades Mathematics	2022	69	78	**43**	-	43	*	-	-	-	-	40	-	43	43	42	38
	2019	70	65	**59**	-	59	-	-	-	-	-	40	50	57	69	59	56

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DONNA H S (108902001) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**66%**	-	-	-	-	-	-	56%	-	55%	63%	64%	76%	55%	88%
	2021	67%	41%	**60%**	-	-	-	-	-	-	39%	*	38%	39%	36%	74%	39%	82%
At Meets Grade Level or Above	2022	48%	31%	**33%**	-	-	-	-	-	-	22%	-	22%	27%	14%	43%	22%	61%
	2021	41%	19%	**34%**	-	-	-	-	-	-	14%	*	13%	16%	7%	48%	14%	58%
At Masters Grade Level	2022	23%	12%	**9%**	-	-	-	-	-	-	4%	-	4%	1%	0%	14%	4%	18%
	2021	18%	6%	**8%**	-	-	-	-	-	-	3%	*	3%	3%	7%	11%	3%	13%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**49%**	-	-	-	-	-	-	37%	-	36%	43%	38%	63%	36%	82%
	2021	68%	43%	**51%**	-	-	-	-	-	-	28%	*	28%	33%	17%	68%	28%	78%
At Meets Grade Level or Above	2022	53%	32%	**29%**	-	-	-	-	-	-	17%	-	16%	21%	13%	42%	17%	60%
	2021	45%	22%	**33%**	-	-	-	-	-	-	11%	*	10%	20%	0%	50%	11%	54%
At Masters Grade Level	2022	25%	11%	**3%**	-	-	-	-	-	-	1%	-	1%	0%	0%	5%	1%	13%
	2021	18%	5%	**3%**	-	-	-	-	-	-	1%	*	1%	0%	0%	5%	0%	3%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**70%**	-	-	-	-	-	-	63%	-	62%	88%	*	75%	63%	77%
	2021	66%	35%	**54%**	-	-	-	-	-	-	40%	-	36%	48%	*	63%	40%	76%
At Meets Grade Level or Above	2022	42%	26%	**21%**	-	-	-	-	-	-	16%	-	14%	50%	*	24%	17%	50%
	2021	37%	11%	**17%**	-	-	-	-	-	-	8%	-	7%	13%	*	22%	8%	29%
At Masters Grade Level	2022	20%	9%	**6%**	-	-	-	-	-	-	4%	-	4%	0%	*	6%	5%	15%
	2021	18%	4%	**3%**	-	-	-	-	-	-	3%	-	2%	6%	*	4%	3%	6%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**74%**	-	-	-	-	-	-	66%	-	66%	55%	*	81%	66%	96%
	2021	71%	46%	**59%**	-	-	-	-	-	-	42%	-	42%	39%	*	75%	42%	72%
At Meets Grade Level or Above	2022	47%	30%	**31%**	-	-	-	-	-	-	23%	-	23%	36%	*	39%	23%	67%
	2021	44%	18%	**26%**	-	-	-	-	-	-	14%	-	14%	14%	*	37%	14%	44%
At Masters Grade Level	2022	21%	10%	**5%**	-	-	-	-	-	-	2%	-	2%	0%	*	8%	2%	13%
	2021	20%	5%	**3%**	-	-	-	-	-	-	2%	-	2%	4%	*	5%	2%	0%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	78%	**91%**	-	-	-	-	-	-	87%	-	87%	92%	*	95%	86%	97%
	2021	73%	62%	**83%**	-	-	-	-	-	-	65%	-	65%	-	*	93%	64%	93%

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DONNA H S (108902001) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	45%	**60%**	-	-	-	-	-	-	44%	-	47%	17%	*	74%	43%	66%
	2021	49%	37%	**56%**	-	-	-	-	-	-	27%	-	27%	-	*	69%	27%	78%
At Masters Grade Level	2022	30%	23%	**34%**	-	-	-	-	-	-	18%	-	19%	4%	*	48%	17%	29%
	2021	29%	17%	**26%**	-	-	-	-	-	-	10%	-	10%	-	*	33%	10%	31%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**62%**	-	-	-	-	-	-	55%	-	54%	71%	*	68%	56%	75%
	2019	69%	64%	**63%**	-	-	-	-	-		59%	-	59%		*		58%	
All Grades ELA/Reading	2022	78%	80%	**74%**	-	-	-	-	-	-	70%	-	70%	71%	*	78%	69%	88%
	2019	68%	64%	**67%**	-	-	-	-	-		64%	-	64%		-		64%	
All Grades Mathematics	2022	69%	78%	**43%**	-	-	-	-	-	-	36%	-	36%	-	-	46%	38%	65%
	2019	70%	65%	**59%**	-	-	-	-	-		54%	-	54%		*		53%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**95%**	-	95%	91%	-	*	-	-	97%	100%	96%	91%	95%	96%
Included in Accountability	93%	91%	**87%**	-	87%	82%	-	*	-	-	92%	87%	91%	73%	87%	83%
Not Included in Accountability: Mobile	5%	5%	**3%**	-	3%	9%	-	*	-	-	1%	0%	1%	10%	3%	3%
Not Included in Accountability: Other Exclusions	1%	3%	**5%**	-	5%	0%	-	*	-	-	4%	13%	5%	8%	6%	10%
Not Tested	1%	1%	**5%**	-	5%	9%	-	*	-	-	3%	0%	4%	9%	5%	4%
Absent	1%	1%	**4%**	-	4%	9%	-	*	-	-	3%	0%	3%	7%	4%	4%
Other	0%	0%	**1%**	-	1%	0%	-	*	-	-	0%	0%	1%	3%	1%	1%
Reading																
Assessment Participant	99%	99%	**97%**	-	97%	100%	-	*	-	-	98%	100%	98%	95%	97%	97%
Included in Accountability	92%	88%	**82%**	-	83%	80%	-	*	-	-	87%	73%	85%	71%	82%	75%
Not Included in Accountability: Mobile	5%	5%	**3%**	-	3%	20%	-	*	-	-	1%	0%	1%	9%	3%	2%
Not Included in Accountability: Other Exclusions	2%	5%	**12%**	-	12%	0%	-	*	-	-	9%	27%	11%	15%	12%	20%
Not Tested	1%	1%	**3%**	-	3%	0%	-	*	-	-	2%	0%	3%	5%	3%	3%
Absent	1%	1%	**3%**	-	3%	0%	-	*	-	-	2%	0%	2%	5%	3%	3%
Other	0%	0%	**0%**	-	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**92%**	-	92%	*	-	*	-	-	96%	*	94%	86%	93%	94%
Included in Accountability	93%	92%	**88%**	-	88%	*	-	*	-	-	96%	*	93%	73%	89%	89%
Not Included in Accountability: Mobile	5%	6%	**3%**	-	3%	*	-	*	-	-	0%	*	1%	12%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	*	-	*	-	-	0%	*	0%	2%	0%	1%
Not Tested	1%	1%	**8%**	-	8%	*	-	*	-	-	4%	*	6%	14%	7%	6%
Absent	1%	1%	**4%**	-	4%	*	-	*	-	-	4%	*	3%	7%	4%	4%
Other	0%	1%	**4%**	-	4%	*	-	*	-	-	0%	*	3%	7%	3%	2%
Science																
Assessment Participant	98%	98%	**93%**	-	93%	*	-	*	-	-	95%	*	95%	86%	93%	93%
Included in Accountability	93%	92%	**89%**	-	89%	*	-	*	-	-	95%	*	94%	70%	89%	88%
Not Included in Accountability: Mobile	4%	5%	**3%**	-	3%	*	-	*	-	-	0%	*	1%	11%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	*	-	*	-	-	0%	*	0%	5%	1%	2%
Not Tested	2%	2%	**7%**	-	7%	*	-	*	-	-	5%	*	5%	14%	7%	7%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**5%**	-	5%	*	-	*	-	-	5%	*	4%	9%	6%	6%
Other	0%	0%	**2%**	-	2%	*	-	*	-	-	0%	*	1%	6%	1%	1%
Social Studies																
Assessment Participant	98%	98%	**97%**	-	97%	*	-	-	-	-	97%	*	98%	92%	97%	97%
Included in Accountability	94%	94%	**95%**	-	95%	*	-	-	-	-	93%	*	97%	84%	95%	95%
Not Included in Accountability: Mobile	4%	4%	**2%**	-	2%	*	-	-	-	-	3%	*	1%	9%	2%	3%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	*	-	-	-	-	1%	*	0%	0%	0%	0%
Not Tested	2%	2%	**3%**	-	3%	*	-	-	-	-	3%	*	2%	8%	3%	3%
Absent	1%	2%	**3%**	-	3%	*	-	-	-	-	3%	*	2%	8%	3%	3%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	75%	**71%**	-	71%	-	-	-	-	-	*	-	80%	47%	71%	63%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**82%**	-	82%	82%	-	-	-	-	69%	84%	85%	73%	81%	80%
Included in Accountability	83%	63%	**77%**	-	77%	82%	-	-	-	-	65%	81%	81%	63%	76%	71%
Not Included in Accountability: Mobile	3%	2%	**2%**	-	2%	0%	-	-	-	-	1%	0%	0%	6%	2%	2%
Not Included in Accountability: Other Exclusions	1%	5%	**3%**	-	3%	0%	-	-	-	-	3%	3%	3%	5%	4%	7%
Not Tested	12%	29%	**18%**	-	18%	18%	-	-	-	-	31%	16%	15%	27%	19%	20%
Absent	2%	1%	**10%**	-	10%	9%	-	-	-	-	18%	0%	9%	13%	11%	10%
Other	10%	28%	**8%**	-	8%	9%	-	-	-	-	13%	16%	7%	13%	8%	10%
Reading																
Assessment Participant	89%	75%	**75%**	-	75%	*	-	-	-	-	68%	85%	78%	62%	73%	74%
Included in Accountability	83%	61%	**67%**	-	67%	*	-	-	-	-	62%	77%	72%	51%	65%	61%
Not Included in Accountability: Mobile	3%	2%	**1%**	-	1%	*	-	-	-	-	0%	0%	0%	3%	1%	1%
Not Included in Accountability: Other Exclusions	3%	11%	**6%**	-	6%	*	-	-	-	-	6%	8%	6%	8%	7%	12%
Not Tested	11%	25%	**25%**	-	25%	*	-	-	-	-	32%	15%	22%	38%	27%	26%
Absent	2%	3%	**16%**	-	16%	*	-	-	-	-	16%	0%	13%	23%	17%	14%
Other	10%	23%	**10%**	-	10%	*	-	-	-	-	16%	15%	8%	15%	10%	12%
Mathematics																
Assessment Participant	88%	67%	**86%**	-	86%	*	-	-	-	-	63%	60%	90%	76%	86%	85%
Included in Accountability	84%	64%	**84%**	-	84%	*	-	-	-	-	63%	60%	89%	67%	84%	82%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	*	-	-	-	-	0%	0%	0%	9%	3%	3%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	12%	33%	**14%**	-	14%	*	-	-	-	-	37%	40%	10%	24%	14%	15%
Absent	2%	0%	**5%**	-	5%	*	-	-	-	-	31%	0%	5%	5%	5%	5%
Other	10%	32%	**9%**	-	9%	*	-	-	-	-	6%	40%	5%	19%	9%	10%
Science																
Assessment Participant	87%	68%	**84%**	-	83%	*	-	-	-	-	57%	83%	84%	82%	83%	81%
Included in Accountability	84%	65%	**81%**	-	81%	*	-	-	-	-	57%	83%	83%	74%	80%	78%
Not Included in Accountability: Mobile	3%	2%	**3%**	-	3%	*	-	-	-	-	0%	0%	1%	8%	3%	3%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	13%	32%	**16%**	-	17%	*	-	-	-	-	43%	17%	16%	18%	17%	19%
Absent	2%	1%	**4%**	-	4%	*	-	-	-	-	21%	0%	5%	3%	5%	4%
Other	10%	32%	**12%**	-	12%	*	-	-	-	-	21%	17%	11%	15%	13%	15%
Social Studies																
Assessment Participant	87%	68%	**98%**	-	98%	*	-	-	-	-	89%	100%	98%	100%	98%	98%
Included in Accountability	84%	66%	**96%**	-	96%	*	-	-	-	-	85%	100%	98%	90%	96%	95%
Not Included in Accountability: Mobile	3%	1%	**2%**	-	2%	*	-	-	-	-	4%	0%	1%	8%	2%	2%
Not Included in Accountability: Other Exclusions	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	1%	0%	1%
Not Tested	13%	32%	**2%**	-	2%	*	-	-	-	-	11%	0%	2%	0%	2%	2%
Absent	3%	1%	**1%**	-	1%	*	-	-	-	-	9%	0%	2%	0%	1%	2%
Other	10%	31%	**0%**	-	0%	*	-	-	-	-	2%	0%	0%	0%	0%	1%
Accelerated Testers																
SAT/ACT Participant	85%	44%	**79%**	-	79%	-	-	-	-	-	-	*	88%	60%	73%	41%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**91.2%**	*	91.2%	81.8%	-	-	-	-	91.5%	90.7%	88.4%
2019-20	98.3%	96.9%	**95.8%**	*	95.8%	96.9%	-	-	-	-	94.6%	95.7%	95.2%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**24.9%**	*	24.8%	66.7%	-	-	-	-	25.0%	26.2%	31.5%
2019-20	6.7%	11.1%	**18.9%**	*	18.9%	12.5%	-	-	-	-	23.9%	19.2%	22.8%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**0.7%**	*	0.7%	11.1%	-	-	-	-	2.0%	0.8%	0.7%
2019-20	1.6%	1.1%	**0.7%**	*	0.7%	0.0%	-	-	-	-	1.3%	0.8%	1.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**95.0%**	*	95.2%	*	-	-	-	-	85.7%	94.5%	91.9%
Received TxCHSE	0.3%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	4.5%	**1.1%**	*	1.1%	*	-	-	-	-	0.0%	1.2%	1.5%
Dropped Out	5.8%	3.3%	**3.9%**	*	3.7%	*	-	-	-	-	14.3%	4.3%	6.7%
Graduates and TxCHSE	90.3%	92.1%	**95.0%**	*	95.2%	*	-	-	-	-	85.7%	94.5%	91.9%
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**96.1%**	*	96.3%	*	-	-	-	-	85.7%	95.7%	93.3%
Class of 2020													
Graduated	90.3%	91.1%	**94.3%**	*	94.2%	*	-	-	-	-	81.6%	94.2%	87.4%
Received TxCHSE	0.4%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	4.2%	**1.5%**	*	1.5%	*	-	-	-	-	5.3%	1.6%	2.5%
Dropped Out	5.4%	4.7%	**4.2%**	*	4.3%	*	-	-	-	-	13.2%	4.2%	10.1%
Graduates and TxCHSE	90.7%	91.1%	**94.3%**	*	94.2%	*	-	-	-	-	81.6%	94.2%	87.4%
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**95.8%**	*	95.7%	*	-	-	-	-	86.8%	95.8%	89.9%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**94.9%**	*	94.8%	*	-	-	-	-	86.1%	95.1%	88.9%
Received TxCHSE	0.5%	0.1%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.1%	1.3%	**1.1%**	*	1.1%	*	-	-	-	-	0.0%	0.9%	0.9%
Dropped Out	6.2%	5.0%	**4.0%**	*	4.1%	*	-	-	-	-	13.9%	4.0%	10.3%
Graduates and TxCHSE	92.7%	93.7%	**94.9%**	*	94.8%	*	-	-	-	-	86.1%	95.1%	88.9%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	**96.0%**	*	95.9%	*	-	-	-	-	86.1%	96.0%	89.7%
Class of 2019													
Graduated	92.0%	89.9%	**92.2%**	*	92.2%	-	-	*	-	-	75.5%	91.7%	83.6%
Received TxCHSE	0.5%	0.1%	**0.2%**	*	0.2%	-	-	*	-	-	0.0%	0.3%	0.0%
Continued HS	1.3%	0.8%	**0.0%**	*	0.0%	-	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.1%	9.2%	**7.6%**	*	7.6%	-	-	*	-	-	24.5%	8.0%	16.4%
Graduates and TxCHSE	92.6%	90.0%	**92.4%**	*	92.4%	-	-	*	-	-	75.5%	92.0%	83.6%
Graduates, TxCHSE, and Continuers	93.9%	90.8%	**92.4%**	*	92.4%	-	-	*	-	-	75.5%	92.0%	83.6%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	**92.6%**	*	92.6%	-	-	*	-	-	77.6%	92.2%	84.4%
Received TxCHSE	0.6%	0.1%	**0.2%**	*	0.2%	-	-	*	-	-	0.0%	0.3%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	*	0.0%	-	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	8.8%	**7.1%**	*	7.2%	-	-	*	-	-	22.4%	7.5%	15.6%
Graduates and TxCHSE	93.2%	91.2%	**92.9%**	*	92.8%	-	-	*	-	-	77.6%	92.5%	84.4%
Graduates, TxCHSE, and Continuers	93.8%	91.2%	**92.9%**	*	92.8%	-	-	*	-	-	77.6%	92.5%	84.4%
Class of 2018													
Graduated	92.6%	90.2%	**92.5%**	*	92.6%	*	-	-	-	-	83.3%	91.6%	85.4%
Received TxCHSE	0.7%	0.1%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.1%	9.7%	**7.5%**	*	7.4%	*	-	-	-	-	16.7%	8.4%	14.6%
Graduates and TxCHSE	93.3%	90.3%	**92.5%**	*	92.6%	*	-	-	-	-	83.3%	91.6%	85.4%
Graduates, TxCHSE, and Continuers	93.9%	90.3%	**92.5%**	*	92.6%	*	-	-	-	-	83.3%	91.6%	85.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	**94.0%**	*	94.2%	*	-	-	-	-	84.1%	93.4%	90.6%
Class of 2020	90.3%	89.1%	**92.9%**	*	93.1%	*	-	-	-	-	72.7%	92.7%	85.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	**2.1%**	*	2.1%	*	-	-	-	-	19.4%	2.3%	4.8%
Class of 2020	4.3%	7.3%	**1.6%**	*	1.6%	*	-	-	-	-	16.1%	1.7%	1.9%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	**94.5%**	*	94.5%	*	-	-	-	-	52.8%	93.9%	89.5%
Class of 2020	83.5%	90.2%	**96.4%**	*	96.6%	*	-	-	-	-	54.8%	96.0%	93.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	**96.6%**	*	96.6%	*	-	-	-	-	72.2%	96.2%	94.4%
Class of 2020	87.8%	97.6%	**98.0%**	*	98.2%	*	-	-	-	-	71.0%	97.8%	95.2%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	*	-	*	-	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	**2.2%**	*	2.3%	*	-	-	-	-	19.5%	2.5%	4.8%
2019-20	4.4%	11.7%	**1.6%**	*	1.6%	*	-	-	-	-	15.6%	1.7%	1.8%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	**93.7%**	*	93.7%	*	-	-	-	-	48.8%	93.0%	89.7%
2019-20	81.8%	85.5%	**96.2%**	*	96.4%	*	-	-	-	-	53.1%	95.9%	92.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	**96.0%**	*	95.9%	*	-	-	-	-	68.3%	95.5%	94.4%
2019-20	85.8%	97.1%	**97.6%**	*	97.8%	*	-	-	-	-	66.7%	97.3%	94.5%

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	446	100.0%	970	358,842
By Ethnicity:				
African American	1	0.2%	1	44,018
Hispanic	444	99.6%	968	183,306
White	1	0.2%	1	103,898
American Indian	0	0.0%	0	1,195
Asian	0	0.0%	0	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	0	0.0%	0	7,842
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	18	4.0%	29	56,281
Foundation H.S. Program (Endorsement)	10	2.2%	97	13,582
Foundation H.S. Program (DLA)	418	93.7%	844	287,316
Special Education Graduates	41	9.2%	79	31,028
Economically Disadvantaged Graduates	402	90.1%	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	126	28.3%	322	32,809
At-Risk Graduates	255	57.2%	608	155,884
CTE Completers	164	36.8%	348	99,076

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	67.3%	**75.1%**	*	75.0%	*	-	-	-	-	100.0%	73.9%	59.5%
2019-20	63.0%	60.8%	**65.7%**	*	65.8%	*	-	-	-	-	90.9%	64.6%	54.1%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	42.6%	**47.1%**	*	47.1%	*	-	-	-	-	7.3%	43.5%	24.6%
2019-20	53.4%	35.8%	**41.6%**	*	41.5%	*	-	-	-	-	6.1%	40.2%	24.8%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	25.4%	**27.8%**	*	27.7%	*	-	-	-	-	2.4%	24.4%	5.6%
2019-20	59.7%	31.4%	**38.1%**	*	37.9%	*	-	-	-	-	3.0%	36.1%	11.9%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	13.1%	**16.6%**	*	16.4%	*	-	-	-	-	2.4%	14.2%	2.4%
2019-20	47.9%	22.7%	**31.2%**	*	30.8%	*	-	-	-	-	3.0%	29.9%	20.2%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	11.5%	**14.3%**	*	14.2%	*	-	-	-	-	2.4%	12.4%	0.8%
2019-20	43.2%	18.1%	**23.0%**	*	22.8%	*	-	-	-	-	3.0%	21.0%	9.2%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	7.8%	**5.6%**	*	5.6%	*	-	-	-	-	0.0%	5.7%	4.8%
2019-20	21.1%	10.6%	**10.4%**	*	10.0%	*	-	-	-	-	0.0%	10.4%	11.9%
Associate Degree (Annual Graduates)													
2020-21	2.6%	1.0%	**2.2%**	*	2.3%	*	-	-	-	-	0.0%	1.0%	0.0%
2019-20	2.1%	0.9%	**2.0%**	*	2.0%	*	-	-	-	-	0.0%	1.7%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	36.0%	**43.5%**	*	43.7%	*	-	-	-	-	4.9%	39.6%	19.8%
2019-20	24.6%	25.5%	**31.0%**	*	30.8%	*	-	-	-	-	3.0%	29.2%	13.8%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	16.8%	**10.3%**	*	10.4%	*	-	-	-	-	0.0%	8.0%	1.6%
2019-20	4.0%	11.6%	**3.5%**	*	3.6%	*	-	-	-	-	0.0%	2.7%	0.9%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	46.3%	**50.9%**	*	50.9%	*	-	-	-	-	100.0%	52.0%	50.0%
2019-20	18.7%	43.3%	**43.6%**	*	43.5%	*	-	-	-	-	90.9%	43.1%	40.4%
Approved Industry-Based Certification (Annual Graduates)													

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	39.5%	**43.7%**	*	43.7%	*	-	-	-	-	22.0%	44.0%	42.1%
2019-20	13.2%	37.1%	**38.1%**	*	37.9%	*	-	-	-	-	18.2%	37.1%	28.4%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	1.5%	**0.9%**	*	0.9%	*	-	-	-	-	0.0%	1.0%	2.4%
2019-20	0.7%	2.6%	**2.7%**	*	2.7%	*	-	-	-	-	0.0%	2.7%	2.8%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	3.5%	**4.5%**	*	4.5%	*	-	-	-	-	48.8%	5.0%	6.3%
2019-20	2.4%	3.3%	**2.2%**	*	2.2%	*	-	-	-	-	30.3%	2.4%	4.6%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	5.7%	**6.3%**	*	6.3%	*	-	-	-	-	68.3%	7.0%	7.1%
2019-20	3.7%	4.5%	**4.9%**	*	4.9%	*	-	-	-	-	66.7%	5.1%	9.2%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	22.6%	**24.0%**	*	23.9%	*	-	-	-	-	2.4%	20.6%	1.6%
	2019-20	30.1%	30.0%	**35.2%**	*	35.0%	*	-	-	-	-	0.0%	33.3%	9.2%
Mathematics	2020-21	19.4%	11.8%	**13.7%**	*	13.5%	*	-	-	-	-	2.4%	11.4%	0.8%
	2019-20	21.2%	17.4%	**19.0%**	*	18.8%	*	-	-	-	-	0.0%	17.1%	6.4%
Both Subjects	2020-21	14.4%	10.4%	**11.9%**	*	11.7%	*	-	-	-	-	2.4%	10.0%	0.0%
	2019-20	16.4%	15.7%	**17.9%**	*	17.6%	*	-	-	-	-	0.0%	15.9%	6.4%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	2.7%	**3.8%**	*	3.8%	*	-	-	-	-	0.0%	3.7%	4.0%
	2019-20	7.3%	1.2%	**2.7%**	*	2.7%	*	-	-	-	-	3.0%	2.7%	2.8%
Mathematics	2020-21	10.3%	1.1%	**2.5%**	*	2.5%	*	-	-	-	-	0.0%	2.5%	1.6%
	2019-20	9.7%	4.9%	**11.3%**	*	11.2%	*	-	-	-	-	3.0%	12.0%	13.8%
Both Subjects	2020-21	4.9%	0.7%	**1.6%**	*	1.6%	*	-	-	-	-	0.0%	1.7%	0.8%
	2019-20	4.2%	0.9%	**2.0%**	*	2.0%	*	-	-	-	-	3.0%	2.2%	2.8%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	13.8%	**18.5%**	-	18.6%	*	-	-	-	-	0.9%	15.9%	6.4%
	2020	22.0%	14.2%	**16.8%**	*	16.7%	40.0%	-	-	-	-	0.0%	14.3%	7.5%
English Language Arts	2021	12.1%	5.4%	**8.0%**	-	8.1%	*	-	-	-	-	0.0%	6.6%	1.3%
	2020	12.7%	7.1%	**9.1%**	*	9.2%	0.0%	-	-	-	-	0.0%	8.6%	4.4%
Mathematics	2021	6.1%	2.2%	**2.8%**	-	2.8%	*	-	-	-	-	0.0%	2.0%	0.3%
	2020	6.4%	2.6%	**3.3%**	*	3.1%	40.0%	-	-	-	-	0.0%	3.0%	1.8%
Science	2021	8.7%	5.9%	**7.3%**	-	7.3%	*	-	-	-	-	0.0%	6.3%	1.7%
	2020	9.4%	4.0%	**5.8%**	*	5.7%	20.0%	-	-	-	-	0.0%	4.2%	0.0%
Social Studies	2021	11.6%	7.6%	**11.9%**	-	11.9%	*	-	-	-	-	0.9%	10.1%	4.7%
	2020	12.4%	6.7%	**8.1%**	*	8.1%	20.0%	-	-	-	-	0.0%	6.3%	3.5%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	15.5%	**12.4%**	-	12.4%	-	-	-	-	-	*	14.6%	42.1%
	2020	59.0%	27.9%	**20.5%**	-	20.1%	*	-	-	-	-	-	23.3%	35.3%
English Language Arts	2021	42.7%	4.5%	**3.9%**	-	3.9%	-	-	-	-	-	-	3.5%	*
	2020	50.1%	9.7%	**11.0%**	-	11.0%	-	-	-	-	-	-	10.0%	0.0%
Mathematics	2021	49.4%	2.2%	**3.7%**	-	3.7%	-	-	-	-	-	-	5.9%	*
	2020	56.5%	3.8%	**6.7%**	-	7.1%	*	-	-	-	-	-	8.3%	*
Science	2021	41.4%	0.8%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	0.0%
	2020	47.6%	9.9%	**11.5%**	-	9.8%	*	-	-	-	-	-	11.8%	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	1.9%	**1.8%**	-	1.8%	-	-	-	-	-	*	1.1%	0.0%
	2020	52.3%	11.0%	**11.0%**	-	11.1%	*	-	-	-	-	-	11.8%	25.0%
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	17.3%	**32.1%**	*	32.0%	*	-	-	-	-	2.4%	27.1%	14.3%
	2019-20	76.7%	83.9%	**92.5%**	*	92.9%	*	-	-	-	-	69.7%	92.7%	93.6%
At/Above Criterion for All Examinees	2020-21	32.9%	8.9%	**7.0%**	-	7.0%	-	-	-	-	-	*	7.3%	0.0%
	2019-20	35.7%	5.1%	**7.9%**	-	7.5%	*	-	-	-	-	0.0%	6.0%	1.0%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	968	*	-	*	-	-	-	-	-	-	-	-
	2019-20	1019	991	**978**	-	966	1290	-	-	-	-	-	974	920
English Language Arts and Writing	2020-21	504	514	*	-	*	-	-	-	-	-	-	-	-
	2019-20	513	507	**500**	-	492	700	-	-	-	-	-	498	488
Mathematics	2020-21	498	454	*	-	*	-	-	-	-	-	-	-	-
	2019-20	506	484	**478**	-	474	590	-	-	-	-	-	475	432
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	17.3	**17.2**	-	17.2	-	-	-	-	-	*	16.9	14.3
	2019-20	20.2	16.1	**16.7**	-	16.7	26.0	-	-	-	-	13.6	16.6	14.4
English Language Arts	2020-21	19.6	16.8	**16.7**	-	16.6	-	-	-	-	-	*	16.3	12.9
	2019-20	19.9	15.3	**16.1**	-	16.1	24.0	-	-	-	-	12.1	15.9	13.3
Mathematics	2020-21	19.9	17.1	**17.0**	-	17.0	-	-	-	-	-	*	16.9	15.1
	2019-20	20.1	16.3	**16.7**	-	16.7	26.0	-	-	-	-	14.9	16.5	15.2
Science	2020-21	20.3	18.1	**18.1**	-	18.1	-	-	-	-	-	*	17.8	15.4
	2019-20	20.5	16.9	**17.6**	-	17.6	30.0	-	-	-	-	14.7	17.4	15.1

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	39.8%	**39.2%**	*	39.3%	22.2%	-	-	-	-	18.5%	37.0%	23.1%
	2019-20	46.3%	44.1%	**42.9%**	*	43.0%	37.5%	-	-	-	-	18.6%	41.3%	23.9%
English Language Arts	2020-21	16.3%	9.0%	**10.9%**	*	11.0%	0.0%	-	-	-	-	0.0%	9.5%	2.0%
	2019-20	18.2%	12.4%	**13.0%**	*	13.0%	14.3%	-	-	-	-	1.3%	12.4%	3.8%
Mathematics	2020-21	19.3%	29.8%	**30.8%**	-	30.9%	12.5%	-	-	-	-	13.4%	29.0%	19.4%
	2019-20	20.7%	29.8%	**29.6%**	*	29.6%	25.0%	-	-	-	-	16.2%	28.1%	16.7%
Science	2020-21	20.6%	28.5%	**28.7%**	*	28.8%	12.5%	-	-	-	-	13.4%	27.0%	15.0%
	2019-20	22.4%	28.9%	**29.2%**	*	29.1%	37.5%	-	-	-	-	11.3%	28.0%	15.2%
Social Studies	2020-21	22.8%	14.8%	**14.5%**	*	14.6%	0.0%	-	-	-	-	0.4%	12.5%	3.4%
	2019-20	24.6%	16.5%	**17.2%**	*	17.2%	12.5%	-	-	-	-	0.0%	15.2%	4.7%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
	2019-20	58.5%	64.1%	**74.6%**	*	74.6%	*	-	-	-	-	63.6%	74.0%	67.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	34.9%	**42.9%**	*	42.9%	*	-	-	-	-	18.2%	40.7%	25.7%
	2018-19	52.6%	38.7%	**47.6%**	*	47.5%	-	-	*	-	-	25.0%	44.5%	31.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,956	100.0%	13,060	5,402,928	1,956	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	4.1%	0	0.0%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	3.3%	3.5%	0	0.0%	3.3%	3.5%
Kindergarten	0	0.0%	5.8%	6.8%	0	0.0%	5.8%	6.8%
Grade 1	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	591	30.2%	10.6%	8.8%	591	30.2%	10.6%	8.8%
Grade 10	421	21.5%	8.1%	7.6%	421	21.5%	8.1%	7.5%
Grade 11	482	24.6%	7.4%	7.2%	482	24.6%	7.4%	7.2%
Grade 12	462	23.6%	6.9%	6.7%	462	23.6%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	1,951	99.7%	99.7%	52.8%	1,951	99.7%	99.7%	52.7%
White	4	0.2%	0.2%	26.3%	4	0.2%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	1	0.1%	0.0%	4.8%	1	0.1%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	956	48.9%	48.4%	48.9%	956	48.9%	48.4%	48.8%
Male	1,000	51.1%	51.6%	51.1%	1,000	51.1%	51.6%	51.2%
Economically Disadvantaged	1,761	90.0%	94.6%	60.7%	1,761	90.0%	94.6%	60.6%
Non-Educationally Disadvantaged	195	10.0%	5.4%	39.3%	195	10.0%	5.4%	39.4%
Section 504 Students	101	5.2%	3.6%	7.4%	101	5.2%	3.6%	7.4%
EB Students/EL	829	42.4%	56.1%	21.7%	829	42.4%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	3	0.1%	0.1%	0.6%				
Students w/ Dyslexia	18	0.9%	0.7%	5.0%	18	0.9%	0.7%	5.0%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	65	3.3%	7.4%	1.1%	65	3.3%	7.4%	1.1%
Immigrant	25	1.3%	1.5%	2.0%	25	1.3%	1.5%	2.0%
Migrant	80	4.1%	3.7%	0.3%	80	4.1%	3.7%	0.3%
Title I	1,956	100.0%	100.0%	64.3%	1,956	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	1,431	73.2%	82.5%	53.5%	1,431	73.2%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	817	41.8%	57.0%	21.9%	817	41.8%	57.0%	21.8%
Career and Technical Education	1,734	88.7%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	1,734	88.7%	83.8%	71.0%				
Gifted and Talented Education	262	13.4%	8.5%	8.0%	262	13.4%	8.5%	8.0%
Special Education	232	11.9%	10.4%	11.6%	232	11.9%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	232							
By Type of Primary Disability Students with Intellectual Disabilities	159	68.5%	59.7%	43.0%				
Students with Physical Disabilities	9	3.9%	13.3%	20.8%				
Students with Autism	24	10.3%	10.1%	14.7%				
Students with Behavioral Disabilities	40	17.2%	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	173	8.1%	12.4%	13.6%				
By Ethnicity: African American	1	0.0%	0.0%	2.5%				
Hispanic	169	7.9%	12.3%	6.6%				
White	3	0.1%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	21	8.2%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	81	10.0%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	166	8.5%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	261	16.3%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.3%	1.9%	-	0.0%	5.2%
Grade 1	-	4.7%	2.9%	-	3.8%	4.2%
Grade 2	-	3.0%	1.7%	-	0.0%	2.2%
Grade 3	-	2.0%	1.0%	-	2.0%	1.0%
Grade 4	-	1.7%	0.7%	-	2.7%	0.7%
Grade 5	-	1.1%	0.5%	-	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	19.1%	24.2%	10.5%	20.4%	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	18.4	18.7
Grade 2	-	17.9	18.6
Grade 3	-	18.0	18.7
Grade 4	-	17.4	18.8
Grade 5	-	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	16.7	16.8	16.3
Foreign Languages	23.6	19.7	18.4
Mathematics	17.0	17.6	17.5

Class Size Information	Campus	District	State
Science	15.8	16.6	18.5
Social Studies	17.3	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	194.8	100.0%	100.0%	100.0%
Professional Staff:	184.1	94.5%	55.8%	64.1%
Teachers	154.5	79.3%	42.0%	49.3%
Professional Support	22.3	11.4%	11.0%	10.7%
Campus Administration (School Leadership)	7.4	3.8%	1.9%	2.9%
Educational Aides:	10.7	5.5%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	19.0	4,194.0
Part-time Librarians	1.0	n/a	1.0	607.0
Full-time Counselors	8.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	184.9	94.9%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	144.7	93.7%	96.6%	28.9%
White	7.8	5.0%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	2.0	1.3%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	72.5	47.0%	35.4%	24.1%
Females	81.9	53.0%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	3.0	1.9%	1.1%	1.4%
Bachelors	114.4	74.0%	80.8%	72.6%
Masters	35.4	22.9%	17.6%	25.2%
Doctorate	1.8	1.1%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	9.7	6.3%	6.9%	7.9%
1-5 Years Experience	42.3	27.4%	20.4%	26.7%
6-10 Years Experience	32.3	20.9%	25.8%	20.6%
11-20 Years Experience	43.5	28.1%	34.3%	28.6%
21-30 Years Experience	17.0	11.0%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	9.8	6.3%	3.0%	2.9%
Number of Students per Teacher	12.7	n/a	13.4	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.1	6.3
Average Years Experience of Principals with District	2.0	7.1	5.4
Average Years Experience of Assistant Principals	9.8	6.7	5.5
Average Years Experience of Assistant Principals with District	7.8	5.8	4.8
Average Years Experience of Teachers:	12.1	11.5	11.1
Average Years Experience of Teachers with District:	9.4	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,157	$53,500	$51,054
1-5 Years Experience	$56,136	$53,852	$54,577
6-10 Years Experience	$56,030	$56,098	$57,746
11-20 Years Experience	$59,196	$60,197	$61,377
21-30 Years Experience	$65,928	$64,449	$65,949
Over 30 Years Experience	$75,946	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$59,181	$58,223	$58,887
Professional Support	$73,448	$63,600	$69,505
Campus Administration (School Leadership)	$90,235	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	0.5%	6.3%	6.2%
Career and Technical Education	33.8	21.9%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	1.6	1.1%	1.4%	1.7%
Regular Education	97.2	62.9%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	11.9	7.7%	8.0%	9.6%
Other	9.1	5.9%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: DONNA NORTH H S

Campus Number: 108902007

2022 Accountability Rating: C

Distinction Designations:

Academic Achievement in Science

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	44%	**39%**	-	39%	-	-	-	-	-	16%	0%	40%	35%	39%	31%
	2021	67%	43%	**34%**	-	34%	-	-	-	-	-	18%	-	36%	26%	33%	25%
At Meets Grade Level or Above	2022	47%	23%	**17%**	-	17%	-	-	-	-	-	9%	0%	17%	15%	17%	12%
	2021	50%	26%	**18%**	-	18%	-	-	-	-	-	13%	-	20%	10%	17%	12%
At Masters Grade Level	2022	11%	2%	**1%**	-	1%	-	-	-	-	-	5%	0%	1%	0%	1%	1%
	2021	12%	3%	**1%**	-	1%	-	-	-	-	-	3%	-	1%	1%	1%	1%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	55%	**53%**	*	53%	-	-	-	-	-	25%	*	57%	38%	52%	44%
	2021	71%	54%	**50%**	-	50%	*	-	-	-	-	32%	-	52%	39%	50%	34%
At Meets Grade Level or Above	2022	55%	35%	**33%**	*	33%	-	-	-	-	-	16%	*	35%	21%	32%	22%
	2021	57%	38%	**35%**	-	35%	*	-	-	-	-	29%	-	37%	28%	35%	19%
At Masters Grade Level	2022	9%	3%	**1%**	*	1%	-	-	-	-	-	4%	*	1%	1%	1%	1%
	2021	11%	3%	**3%**	-	3%	*	-	-	-	-	6%	-	2%	4%	2%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	60%	**49%**	-	50%	-	-	*	-	-	35%	*	51%	40%	49%	45%
	2021	73%	53%	**46%**	-	46%	-	-	-	-	-	32%	*	49%	37%	45%	42%
At Meets Grade Level or Above	2022	43%	18%	**8%**	-	9%	-	-	*	-	-	8%	*	9%	8%	8%	7%
	2021	41%	15%	**7%**	-	7%	-	-	-	-	-	13%	*	8%	5%	7%	5%
At Masters Grade Level	2022	27%	8%	**3%**	-	3%	-	-	*	-	-	6%	*	3%	3%	3%	2%
	2021	23%	5%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	1%	1%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	73%	**70%**	-	70%	-	-	-	-	-	44%	*	72%	61%	69%	64%
	2021	82%	64%	**61%**	-	61%	-	-	-	-	-	36%	-	65%	47%	60%	54%
At Meets Grade Level or Above	2022	55%	34%	**31%**	-	31%	-	-	-	-	-	14%	*	32%	26%	30%	24%
	2021	55%	30%	**23%**	-	23%	-	-	-	-	-	17%	-	24%	19%	22%	15%
At Masters Grade Level	2022	21%	8%	**7%**	-	7%	-	-	-	-	-	6%	*	7%	4%	6%	3%
	2021	22%	6%	**4%**	-	4%	-	-	-	-	-	6%	-	4%	4%	4%	2%
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	88%	**89%**	*	89%	*	-	-	-	-	67%	*	90%	80%	89%	84%
	2021	88%	81%	**82%**	-	82%	-	-	-	-	-	66%	-	83%	76%	82%	72%
At Meets Grade Level or Above	2022	68%	58%	**61%**	*	61%	*	-	-	-	-	42%	*	63%	53%	60%	48%
	2021	69%	52%	**52%**	-	52%	-	-	-	-	-	42%	-	53%	43%	52%	33%
At Masters Grade Level	2022	42%	30%	**31%**	*	30%	*	-	-	-	-	10%	*	32%	25%	30%	21%
	2021	43%	25%	**27%**	-	27%	-	-	-	-	-	18%	-	27%	24%	27%	13%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	83%	**83%**	-	83%	-	-	-	-	-	-	-	90%	29%	82%	*
	2021	95%	90%	**89%**	-	89%	-	-	-	-	-	-	-	100%	*	89%	*
At Meets Grade Level or Above	2022	64%	21%	**22%**	-	22%	-	-	-	-	-	-	-	25%	0%	21%	*
	2021	69%	37%	**33%**	-	33%	-	-	-	-	-	-	-	60%	*	33%	*
At Masters Grade Level	2022	13%	0%	**0%**	-	0%	-	-	-	-	-	-	-	0%	0%	0%	*
	2021	14%	1%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**58%**	*	58%	*	-	*	-	-	33%	13%	61%	48%	58%	50%
	2021	67%	41%	**54%**	-	54%	*	-	-	-	-	34%	*	57%	43%	54%	43%
At Meets Grade Level or Above	2022	48%	31%	**28%**	*	28%	*	-	*	-	-	15%	0%	30%	22%	28%	20%
	2021	41%	19%	**27%**	-	27%	*	-	-	-	-	20%	*	29%	19%	27%	16%
At Masters Grade Level	2022	23%	12%	**7%**	*	7%	*	-	*	-	-	6%	0%	8%	5%	7%	4%
	2021	18%	6%	**7%**	-	7%	*	-	-	-	-	5%	*	7%	5%	7%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**45%**	*	46%	-	-	-	-	-	20%	0%	48%	36%	45%	37%
	2021	68%	43%	**42%**	-	42%	*	-	-	-	-	23%	-	45%	33%	42%	29%
At Meets Grade Level or Above	2022	53%	32%	**24%**	*	24%	-	-	-	-	-	12%	0%	26%	17%	24%	16%
	2021	45%	22%	**27%**	-	27%	*	-	-	-	-	18%	-	29%	20%	27%	15%
At Masters Grade Level	2022	25%	11%	**1%**	*	1%	-	-	-	-	-	4%	0%	1%	1%	1%	1%
	2021	18%	5%	**2%**	-	2%	*	-	-	-	-	4%	-	2%	2%	2%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**52%**	-	52%	-	-	*	-	-	35%	*	55%	40%	52%	45%
	2021	66%	35%	**47%**	-	47%	-	-	-	-	-	32%	*	50%	40%	47%	43%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	26%	**9%**	-	9%	-	-	*	-	-	8%	*	10%	7%	9%	7%
	2021	37%	11%	**8%**	-	8%	-	-	-	-	-	13%	*	9%	5%	8%	5%
At Masters Grade Level	2022	20%	9%	**3%**	-	3%	-	-	*	-	-	6%	*	3%	3%	3%	2%
	2021	18%	4%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	1%	1%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**70%**	-	70%	-	-	-	-	-	44%	*	72%	61%	69%	64%
	2021	71%	46%	**61%**	-	61%	-	-	-	-	-	36%	-	65%	46%	60%	54%
At Meets Grade Level or Above	2022	47%	30%	**31%**	-	31%	-	-	-	-	-	14%	*	32%	26%	30%	24%
	2021	44%	18%	**23%**	-	23%	-	-	-	-	-	17%	-	24%	19%	22%	15%
At Masters Grade Level	2022	21%	10%	**7%**	-	7%	-	-	-	-	-	6%	*	7%	4%	6%	3%
	2021	20%	5%	**4%**	-	4%	-	-	-	-	-	6%	-	4%	4%	4%	2%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	78%	**89%**	*	89%	*	-	-	-	-	67%	*	90%	80%	89%	84%
	2021	73%	62%	**82%**	-	82%	-	-	-	-	-	66%	-	83%	76%	82%	72%
At Meets Grade Level or Above	2022	50%	45%	**61%**	*	61%	*	-	-	-	-	42%	*	63%	53%	60%	48%
	2021	49%	37%	**52%**	-	52%	-	-	-	-	-	42%	-	53%	43%	52%	33%
At Masters Grade Level	2022	30%	23%	**31%**	*	30%	*	-	-	-	-	10%	*	32%	25%	30%	21%
	2021	29%	17%	**27%**	-	27%	-	-	-	-	-	18%	-	27%	24%	27%	13%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
DONNA NORTH H S (108902007) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2022	71	74	**72**	-	72	-	-	-	-	-	61	*	74	65	72	70
	2019	69	67	**67**	-	67	*	-	-	-	-	66	*	67	63	66	65
End of Course Algebra I	2022	67	42	**34**	-	34	-	-	-	-	-	28	*	36	26	33	30
	2019	75	62	**53**	-	53	-	-	-	-	-	40	*	55	43	52	49
All Grades Both Subjects	2022	74	79	**59**	-	59	-	-	-	-	-	46	*	61	49	58	54
	2019	69	64	**60**	-	60	*	-	-	-	-	51	*	62	55	60	57
All Grades ELA/Reading	2022	78	80	**72**	-	72	-	-	-	-	-	61	*	74	65	72	70
	2019	68	64	**67**	-	67	*	-	-	-	-	66	*	67	63	66	65
All Grades Mathematics	2022	69	78	**34**	-	34	-	-	-	-	-	28	*	36	26	33	30
	2019	70	65	**53**	-	53	-	-	-	-	-	40	*	55	43	52	49

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DONNA NORTH H S (108902007) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**58%**	*	*	-	-	-	-	48%	-	48%	47%	60%	76%	48%	94%
	2021	67%	41%	**54%**	*	-	-	-	*	-	36%	-	36%	64%	40%	75%	36%	86%
At Meets Grade Level or Above	2022	48%	31%	**28%**	*	*	-	-	-	-	18%	-	18%	12%	40%	45%	17%	68%
	2021	41%	19%	**27%**	*	-	-	-	*	-	10%	-	10%	18%	30%	49%	10%	56%
At Masters Grade Level	2022	23%	12%	**7%**	*	*	-	-	-	-	3%	-	4%	2%	40%	13%	3%	23%
	2021	18%	6%	**7%**	*	-	-	-	*	-	1%	-	1%	0%	10%	15%	1%	12%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**45%**	-	-	-	-	-	-	34%	-	33%	37%	*	67%	33%	92%
	2021	68%	43%	**42%**	*	-	-	-	*	-	22%	-	22%	*	29%	71%	22%	80%
At Meets Grade Level or Above	2022	53%	32%	**24%**	-	-	-	-	-	-	13%	-	14%	11%	*	43%	13%	71%
	2021	45%	22%	**27%**	*	-	-	-	*	-	9%	-	9%	*	14%	50%	9%	64%
At Masters Grade Level	2022	25%	11%	**1%**	-	-	-	-	-	-	0%	-	0%	0%	*	2%	0%	7%
	2021	18%	5%	**2%**	*	-	-	-	*	-	0%	-	0%	*	0%	6%	0%	3%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**52%**	-	-	-	-	-	-	43%	-	44%	37%	*	67%	43%	88%
	2021	66%	35%	**47%**	-	-	-	-	-	-	39%	-	39%	-	*	57%	38%	74%
At Meets Grade Level or Above	2022	42%	26%	**9%**	-	-	-	-	-	-	6%	-	7%	2%	*	15%	6%	25%
	2021	37%	11%	**8%**	-	-	-	-	-	-	4%	-	4%	-	*	15%	4%	15%
At Masters Grade Level	2022	20%	9%	**3%**	-	-	-	-	-	-	2%	-	2%	0%	*	4%	2%	15%
	2021	18%	4%	**1%**	-	-	-	-	-	-	0%	-	0%	-	*	0%	0%	2%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**70%**	*	*	-	-	-	-	63%	-	64%	55%	*	83%	63%	95%
	2021	71%	46%	**61%**	*	-	-	-	*	-	48%	-	48%	-	-	73%	48%	93%
At Meets Grade Level or Above	2022	47%	30%	**31%**	*	*	-	-	-	-	23%	-	24%	3%	*	49%	22%	69%
	2021	44%	18%	**23%**	*	-	-	-	*	-	10%	-	10%	-	-	38%	10%	52%
At Masters Grade Level	2022	21%	10%	**7%**	*	*	-	-	-	-	3%	-	3%	0%	*	14%	3%	24%
	2021	20%	5%	**4%**	*	-	-	-	*	-	1%	-	1%	-	-	7%	1%	10%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	78%	**89%**	-	-	-	-	-	-	83%	-	82%	85%	*	95%	82%	99%
	2021	73%	62%	**82%**	-	-	-	-	-	-	65%	-	64%	100%	*	93%	66%	100%

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DONNA NORTH H S (108902007) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	45%	**61%**	-	-	-	-	-	-	44%	-	46%	35%	*	80%	44%	86%
	2021	49%	37%	**52%**	-	-	-	-	-	-	25%	-	25%	29%	*	70%	26%	76%
At Masters Grade Level	2022	30%	23%	**31%**	-	-	-	-	-	-	18%	-	19%	13%	*	43%	18%	49%
	2021	29%	17%	**27%**	-	-	-	-	-	-	6%	-	7%	0%	*	40%	7%	45%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**59%**	-	-	-	-	-	-	52%	-	50%	63%	-	68%	52%	76%
	2019	69%	64%	**60%**	-	-	-	-	-		54%	-	54%		81%		55%	
All Grades ELA/Reading	2022	78%	80%	**72%**	-	-	-	-	-	-	68%	-	69%	62%	-	77%	68%	79%
	2019	68%	64%	**67%**	-	-	-	-	-		65%	-	65%		100%		66%	
All Grades Mathematics	2022	69%	78%	**34%**	-	-	-	-	-	-	29%	-	28%	*	-	45%	29%	61%
	2019	70%	65%	**53%**	-	-	-	-	-		45%	-	45%		*		45%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**98%**	*	98%	*	-	*	-	-	97%	100%	99%	96%	98%	98%
Included in Accountability	93%	91%	**88%**	*	89%	*	-	*	-	-	90%	65%	92%	73%	88%	87%
Not Included in Accountability: Mobile	5%	5%	**5%**	*	4%	*	-	*	-	-	4%	30%	2%	15%	5%	4%
Not Included in Accountability: Other Exclusions	1%	3%	**5%**	*	5%	*	-	*	-	-	3%	4%	5%	8%	5%	7%
Not Tested	1%	1%	**2%**	*	2%	*	-	*	-	-	3%	0%	1%	4%	2%	2%
Absent	1%	1%	**2%**	*	2%	*	-	*	-	-	3%	0%	1%	3%	2%	2%
Other	0%	0%	**0%**	*	0%	*	-	*	-	-	0%	0%	0%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	*	99%	-	-	-	-	-	97%	100%	99%	98%	99%	99%
Included in Accountability	92%	88%	**83%**	*	84%	-	-	-	-	-	87%	70%	87%	69%	83%	81%
Not Included in Accountability: Mobile	5%	5%	**5%**	*	3%	-	-	-	-	-	3%	20%	2%	14%	4%	3%
Not Included in Accountability: Other Exclusions	2%	5%	**11%**	*	11%	-	-	-	-	-	7%	10%	10%	15%	11%	15%
Not Tested	1%	1%	**1%**	*	1%	-	-	-	-	-	3%	0%	1%	2%	1%	1%
Absent	1%	1%	**1%**	*	1%	-	-	-	-	-	3%	0%	1%	2%	1%	1%
Other	0%	0%	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**98%**	-	98%	-	-	*	-	-	98%	100%	99%	94%	98%	98%
Included in Accountability	93%	92%	**91%**	-	93%	-	-	*	-	-	94%	57%	97%	75%	92%	92%
Not Included in Accountability: Mobile	5%	6%	**6%**	-	4%	-	-	*	-	-	4%	43%	2%	16%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	-	-	*	-	-	0%	0%	0%	3%	1%	1%
Not Tested	1%	1%	**2%**	-	2%	-	-	*	-	-	2%	0%	1%	6%	2%	2%
Absent	1%	1%	**2%**	-	2%	-	-	*	-	-	2%	0%	1%	4%	2%	2%
Other	0%	1%	**0%**	-	0%	-	-	*	-	-	0%	0%	0%	2%	0%	1%
Science																
Assessment Participant	98%	98%	**98%**	-	98%	-	-	-	-	-	98%	100%	99%	95%	98%	97%
Included in Accountability	93%	92%	**91%**	-	93%	-	-	-	-	-	94%	60%	96%	75%	92%	92%
Not Included in Accountability: Mobile	4%	5%	**7%**	-	5%	-	-	-	-	-	4%	40%	3%	19%	6%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	1%	0%	0%
Not Tested	2%	2%	**2%**	-	2%	-	-	-	-	-	2%	0%	1%	5%	2%	3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**2%**	-	2%	-	-	-	-	-	2%	0%	1%	3%	2%	2%
Other	0%	0%	**1%**	-	1%	-	-	-	-	-	0%	0%	0%	2%	1%	1%
Social Studies																
Assessment Participant	98%	98%	**98%**	*	98%	*	-	-	-	-	94%	*	99%	93%	97%	98%
Included in Accountability	94%	94%	**94%**	*	95%	*	-	-	-	-	91%	*	98%	80%	94%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	*	2%	*	-	-	-	-	4%	*	1%	13%	4%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	**2%**	*	2%	*	-	-	-	-	6%	*	1%	7%	3%	2%
Absent	1%	2%	**2%**	*	2%	*	-	-	-	-	6%	*	1%	7%	3%	2%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	75%	**88%**	-	88%	-	-	-	-	-	-	-	100%	47%	88%	40%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**79%**	*	79%	*	-	-	-	-	81%	43%	80%	75%	79%	79%
Included in Accountability	83%	63%	**65%**	*	66%	*	-	-	-	-	71%	14%	69%	55%	66%	62%
Not Included in Accountability: Mobile	3%	2%	**2%**	*	2%	*	-	-	-	-	2%	0%	0%	7%	2%	2%
Not Included in Accountability: Other Exclusions	1%	5%	**11%**	*	11%	*	-	-	-	-	9%	29%	11%	13%	11%	16%
Not Tested	12%	29%	**21%**	*	21%	*	-	-	-	-	19%	57%	20%	25%	21%	21%
Absent	2%	1%	**0%**	*	0%	*	-	-	-	-	2%	0%	0%	0%	0%	0%
Other	10%	28%	**21%**	*	21%	*	-	-	-	-	17%	57%	20%	25%	21%	20%
Reading																
Assessment Participant	89%	75%	**84%**	*	84%	*	-	-	-	-	81%	*	86%	79%	84%	86%
Included in Accountability	83%	61%	**60%**	*	60%	*	-	-	-	-	62%	*	64%	49%	60%	55%
Not Included in Accountability: Mobile	3%	2%	**2%**	*	2%	*	-	-	-	-	1%	*	0%	7%	2%	2%
Not Included in Accountability: Other Exclusions	3%	11%	**22%**	*	22%	*	-	-	-	-	18%	*	22%	23%	22%	29%
Not Tested	11%	25%	**16%**	*	16%	*	-	-	-	-	19%	*	14%	21%	16%	14%
Absent	2%	3%	**0%**	*	0%	*	-	-	-	-	2%	*	0%	0%	0%	0%
Other	10%	23%	**16%**	*	16%	*	-	-	-	-	17%	*	14%	21%	16%	14%
Mathematics																
Assessment Participant	88%	67%	**65%**	-	65%	-	-	-	-	-	84%	*	65%	66%	66%	68%
Included in Accountability	84%	64%	**63%**	-	63%	-	-	-	-	-	84%	*	65%	58%	64%	65%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	6%	2%	2%
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	3%	1%	1%
Not Tested	12%	33%	**35%**	-	35%	-	-	-	-	-	16%	*	35%	34%	34%	32%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**35%**	-	35%	-	-	-	-	-	16%	*	35%	34%	34%	32%
Science																
Assessment Participant	87%	68%	**75%**	-	75%	-	-	-	-	-	84%	*	74%	77%	75%	73%
Included in Accountability	84%	65%	**72%**	-	72%	-	-	-	-	-	83%	*	74%	66%	72%	70%
Not Included in Accountability: Mobile	3%	2%	**2%**	-	2%	-	-	-	-	-	1%	*	0%	8%	2%	2%
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	2%	1%	1%
Not Tested	13%	32%	**25%**	-	25%	-	-	-	-	-	16%	*	26%	23%	25%	27%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**25%**	-	25%	-	-	-	-	-	16%	*	26%	23%	25%	27%
Social Studies																
Assessment Participant	87%	68%	**81%**	-	81%	-	-	-	-	-	74%	-	84%	66%	80%	75%
Included in Accountability	84%	66%	**79%**	-	79%	-	-	-	-	-	67%	-	83%	59%	79%	74%
Not Included in Accountability: Mobile	3%	1%	**1%**	-	1%	-	-	-	-	-	5%	-	0%	5%	1%	1%
Not Included in Accountability: Other Exclusions	0%	1%	**0%**	-	0%	-	-	-	-	-	2%	-	0%	1%	0%	0%
Not Tested	13%	32%	**19%**	-	19%	-	-	-	-	-	26%	-	16%	34%	20%	25%
Absent	3%	1%	**1%**	-	1%	-	-	-	-	-	9%	-	1%	0%	1%	1%
Other	10%	31%	**18%**	-	18%	-	-	-	-	-	18%	-	15%	34%	19%	24%
Accelerated Testers																
SAT/ACT Participant	85%	44%	**11%**	-	11%	-	-	-	-	-	-	*	11%	12%	13%	14%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**90.9%**	*	90.9%	*	-	-	-	-	90.7%	90.7%	88.4%
2019-20	98.3%	96.9%	**95.6%**	*	95.6%	*	-	-	-	-	94.3%	95.6%	95.2%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**29.4%**	*	29.4%	*	-	-	-	-	27.8%	29.4%	36.8%
2019-20	6.7%	11.1%	**19.1%**	*	19.0%	57.1%	-	-	-	-	33.6%	18.7%	21.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**1.3%**	*	1.3%	*	-	-	-	-	1.7%	1.3%	2.0%
2019-20	1.6%	1.1%	**0.3%**	*	0.3%	0.0%	-	-	-	-	1.9%	0.4%	0.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**97.1%**	-	97.1%	-	-	-	-	-	89.7%	97.0%	93.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	4.5%	**0.2%**	-	0.2%	-	-	-	-	-	0.0%	0.2%	0.0%
Dropped Out	5.8%	3.3%	**2.7%**	-	2.7%	-	-	-	-	-	10.3%	2.8%	7.0%
Graduates and TxCHSE	90.3%	92.1%	**97.1%**	-	97.1%	-	-	-	-	-	89.7%	97.0%	93.0%
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**97.3%**	-	97.3%	-	-	-	-	-	89.7%	97.2%	93.0%
Class of 2020													
Graduated	90.3%	91.1%	**97.5%**	-	97.5%	*	-	-	-	-	100.0%	97.6%	96.6%
Received TxCHSE	0.4%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	4.2%	**0.2%**	-	0.2%	*	-	-	-	-	0.0%	0.2%	0.7%
Dropped Out	5.4%	4.7%	**2.3%**	-	2.3%	*	-	-	-	-	0.0%	2.2%	2.7%
Graduates and TxCHSE	90.7%	91.1%	**97.5%**	-	97.5%	*	-	-	-	-	100.0%	97.6%	96.6%
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**97.7%**	-	97.7%	*	-	-	-	-	100.0%	97.8%	97.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**97.5%**	-	97.5%	*	-	-	-	-	96.9%	97.6%	97.3%
Received TxCHSE	0.5%	0.1%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.1%	1.3%	**0.2%**	-	0.2%	*	-	-	-	-	3.1%	0.2%	0.0%
Dropped Out	6.2%	5.0%	**2.3%**	-	2.3%	*	-	-	-	-	0.0%	2.2%	2.7%
Graduates and TxCHSE	92.7%	93.7%	**97.5%**	-	97.5%	*	-	-	-	-	96.9%	97.6%	97.3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	**97.7%**	-	97.7%	*	-	-	-	-	100.0%	97.8%	97.3%
Class of 2019													
Graduated	92.0%	89.9%	**94.1%**	-	94.1%	*	-	-	-	-	94.1%	93.7%	88.1%
Received TxCHSE	0.5%	0.1%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.3%	0.8%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.1%	9.2%	**5.9%**	-	5.9%	*	-	-	-	-	5.9%	6.3%	11.9%
Graduates and TxCHSE	92.6%	90.0%	**94.1%**	-	94.1%	*	-	-	-	-	94.1%	93.7%	88.1%
Graduates, TxCHSE, and Continuers	93.9%	90.8%	**94.1%**	-	94.1%	*	-	-	-	-	94.1%	93.7%	88.1%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	**94.7%**	-	94.7%	*	-	-	-	-	94.3%	94.3%	88.7%
Received TxCHSE	0.6%	0.1%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	8.8%	**5.3%**	-	5.3%	*	-	-	-	-	5.7%	5.7%	11.3%
Graduates and TxCHSE	93.2%	91.2%	**94.7%**	-	94.7%	*	-	-	-	-	94.3%	94.3%	88.7%
Graduates, TxCHSE, and Continuers	93.8%	91.2%	**94.7%**	-	94.7%	*	-	-	-	-	94.3%	94.3%	88.7%
Class of 2018													
Graduated	92.6%	90.2%	**92.4%**	-	92.6%	*	-	-	-	-	84.2%	92.5%	83.3%
Received TxCHSE	0.7%	0.1%	**0.2%**	-	0.2%	*	-	-	-	-	0.0%	0.2%	0.9%
Continued HS	0.6%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.1%	9.7%	**7.3%**	-	7.1%	*	-	-	-	-	15.8%	7.3%	15.7%
Graduates and TxCHSE	93.3%	90.3%	**92.7%**	-	92.9%	*	-	-	-	-	84.2%	92.7%	84.3%
Graduates, TxCHSE, and Continuers	93.9%	90.3%	**92.7%**	-	92.9%	*	-	-	-	-	84.2%	92.7%	84.3%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	**95.4%**	-	95.4%	-	-	-	-	-	78.8%	95.2%	92.5%
Class of 2020	90.3%	89.1%	**94.7%**	-	94.7%	*	-	-	-	-	76.9%	94.8%	93.4%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	**1.1%**	-	1.1%	-	-	-	-	-	11.5%	1.2%	1.9%
Class of 2020	4.3%	7.3%	**0.4%**	-	0.4%	*	-	-	-	-	6.7%	0.2%	0.7%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	**97.7%**	-	97.7%	-	-	-	-	-	69.2%	97.6%	96.3%
Class of 2020	83.5%	90.2%	**97.0%**	-	97.0%	*	-	-	-	-	53.3%	97.1%	91.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	**98.9%**	-	98.9%	-	-	-	-	-	80.8%	98.8%	98.1%
Class of 2020	87.8%	97.6%	**97.4%**	-	97.4%	*	-	-	-	-	60.0%	97.3%	92.3%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	**1.1%**	-	1.1%	-	-	-	-	-	10.3%	1.2%	1.9%
2019-20	4.4%	11.7%	**0.7%**	-	0.7%	*	-	-	-	-	10.0%	0.5%	0.7%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	**97.0%**	-	97.0%	-	-	-	-	-	62.1%	96.9%	96.2%
2019-20	81.8%	85.5%	**96.5%**	-	96.5%	*	-	-	-	-	50.0%	96.8%	91.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	**98.2%**	-	98.2%	-	-	-	-	-	72.4%	98.1%	98.1%
2019-20	85.8%	97.1%	**97.2%**	-	97.2%	*	-	-	-	-	60.0%	97.3%	92.1%

Texas Education Agency

2021-22 Graduation Profile (TAPR)

DONNA NORTH H S (108902007) - DONNA ISD - HIDALGO COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	439	100.0%	970	358,842
By Ethnicity:				
African American	0	0.0%	1	44,018
Hispanic	439	100.0%	968	183,306
White	0	0.0%	1	103,898
American Indian	0	0.0%	0	1,195
Asian	0	0.0%	0	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	0	0.0%	0	7,842
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	8	1.8%	29	56,281
Foundation H.S. Program (Endorsement)	5	1.1%	97	13,582
Foundation H.S. Program (DLA)	426	97.0%	844	287,316
Special Education Graduates	29	6.6%	79	31,028
Economically Disadvantaged Graduates	417	95.0%	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	159	36.2%	322	32,809
At-Risk Graduates	275	62.6%	608	155,884
CTE Completers	184	41.9%	348	99,076

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	67.3%	**66.3%**	-	66.3%	-	-	-	-	-	100.0%	65.2%	57.9%
2019-20	63.0%	60.8%	**64.6%**	-	64.6%	*	-	-	-	-	100.0%	63.7%	56.4%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	42.6%	**45.6%**	-	45.6%	-	-	-	-	-	6.9%	43.9%	32.1%
2019-20	53.4%	35.8%	**39.5%**	-	39.3%	*	-	-	-	-	6.7%	39.0%	25.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	25.4%	**27.3%**	-	27.3%	-	-	-	-	-	0.0%	26.4%	9.4%
2019-20	59.7%	31.4%	**32.5%**	-	32.4%	*	-	-	-	-	0.0%	31.1%	7.1%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	13.1%	**12.1%**	-	12.1%	-	-	-	-	-	0.0%	11.5%	3.8%
2019-20	47.9%	22.7%	**20.2%**	-	20.2%	*	-	-	-	-	0.0%	19.4%	3.6%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	11.5%	**10.9%**	-	10.9%	-	-	-	-	-	0.0%	10.6%	3.1%
2019-20	43.2%	18.1%	**18.2%**	-	18.3%	*	-	-	-	-	0.0%	17.4%	3.6%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	7.8%	**10.9%**	-	10.9%	-	-	-	-	-	3.4%	11.0%	9.4%
2019-20	21.1%	10.6%	**13.2%**	-	13.3%	*	-	-	-	-	0.0%	13.5%	8.6%
Associate Degree (Annual Graduates)													
2020-21	2.6%	1.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2019-20	2.1%	0.9%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	36.0%	**35.3%**	-	35.3%	-	-	-	-	-	3.4%	34.1%	20.8%
2019-20	24.6%	25.5%	**27.1%**	-	27.2%	*	-	-	-	-	3.3%	26.5%	13.6%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	16.8%	**26.7%**	-	26.7%	-	-	-	-	-	3.4%	24.7%	6.9%
2019-20	4.0%	11.6%	**22.6%**	-	22.4%	*	-	-	-	-	3.3%	21.7%	4.3%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	46.3%	**45.1%**	-	45.1%	-	-	-	-	-	100.0%	45.3%	40.9%
2019-20	18.7%	43.3%	**47.3%**	-	47.2%	*	-	-	-	-	100.0%	46.3%	46.4%
Approved Industry-Based Certification (Annual Graduates)													

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	39.5%	**38.5%**	-	38.5%	-	-	-	-	-	3.4%	38.4%	30.2%
2019-20	13.2%	37.1%	**41.4%**	-	41.3%	*	-	-	-	-	10.0%	40.4%	34.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	1.5%	**2.5%**	-	2.5%	-	-	-	-	-	0.0%	2.4%	2.5%
2019-20	0.7%	2.6%	**3.3%**	-	3.3%	*	-	-	-	-	0.0%	3.2%	5.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	3.5%	**2.5%**	-	2.5%	-	-	-	-	-	37.9%	2.6%	2.5%
2019-20	2.4%	3.3%	**3.0%**	-	3.0%	*	-	-	-	-	46.7%	3.0%	7.9%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	5.7%	**4.8%**	-	4.8%	-	-	-	-	-	72.4%	5.0%	9.4%
2019-20	3.7%	4.5%	**3.9%**	-	3.9%	*	-	-	-	-	60.0%	3.9%	5.0%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	22.6%	**25.1%**	-	25.1%	-	-	-	-	-	0.0%	24.2%	4.4%
	2019-20	30.1%	30.0%	**32.1%**	-	32.0%	*	-	-	-	-	0.0%	30.6%	7.1%
Mathematics	2020-21	19.4%	11.8%	**12.1%**	-	12.1%	-	-	-	-	-	0.0%	11.5%	3.8%
	2019-20	21.2%	17.4%	**20.2%**	-	20.2%	*	-	-	-	-	0.0%	19.4%	3.6%
Both Subjects	2020-21	14.4%	10.4%	**10.9%**	-	10.9%	-	-	-	-	-	0.0%	10.6%	3.1%
	2019-20	16.4%	15.7%	**17.8%**	-	17.8%	*	-	-	-	-	0.0%	16.9%	3.6%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	2.7%	**2.1%**	-	2.1%	-	-	-	-	-	0.0%	1.9%	5.0%
	2019-20	7.3%	1.2%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Mathematics	2020-21	10.3%	1.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2019-20	9.7%	4.9%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Both Subjects	2020-21	4.9%	0.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2019-20	4.2%	0.9%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	13.8%	**11.1%**	-	11.1%	*	-	-	-	-	0.0%	10.7%	4.8%
	2020	22.0%	14.2%	**14.1%**	-	14.2%	*	-	-	-	-	2.4%	13.3%	5.9%
English Language Arts	2021	12.1%	5.4%	**3.5%**	-	3.5%	*	-	-	-	-	0.0%	3.2%	0.5%
	2020	12.7%	7.1%	**6.4%**	-	6.5%	*	-	-	-	-	1.2%	5.9%	1.6%
Mathematics	2021	6.1%	2.2%	**2.0%**	-	2.0%	*	-	-	-	-	0.0%	2.0%	0.0%
	2020	6.4%	2.6%	**2.4%**	-	2.4%	*	-	-	-	-	0.0%	2.0%	0.6%
Science	2021	8.7%	5.9%	**5.3%**	-	5.4%	*	-	-	-	-	0.0%	5.4%	1.6%
	2020	9.4%	4.0%	**3.0%**	-	3.0%	*	-	-	-	-	0.0%	3.1%	1.6%
Social Studies	2021	11.6%	7.6%	**4.4%**	-	4.4%	*	-	-	-	-	0.0%	4.3%	1.6%
	2020	12.4%	6.7%	**6.5%**	-	6.6%	*	-	-	-	-	0.0%	6.1%	2.5%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	15.5%	**20.8%**	-	20.8%	-	-	-	-	-	-	22.4%	22.2%
	2020	59.0%	27.9%	**36.0%**	-	36.0%	-	-	-	-	-	*	37.2%	52.6%
English Language Arts	2021	42.7%	4.5%	**6.1%**	-	6.1%	-	-	-	-	-	-	6.9%	*
	2020	50.1%	9.7%	**8.1%**	-	8.1%	-	-	-	-	-	*	7.4%	0.0%
Mathematics	2021	49.4%	2.2%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
	2020	56.5%	3.8%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	*
Science	2021	41.4%	0.8%	**2.0%**	-	2.0%	-	-	-	-	-	-	2.0%	0.0%
	2020	47.6%	9.9%	**6.9%**	-	6.9%	-	-	-	-	-	-	3.6%	0.0%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	1.9%	**2.4%**	-	2.4%	-	-	-	-	-	-	2.6%	0.0%
	2020	52.3%	11.0%	**11.1%**	-	11.1%	-	-	-	-	-	-	12.5%	12.5%
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	17.3%	**5.5%**	-	5.5%	-	-	-	-	-	0.0%	5.3%	3.2%
	2019-20	76.7%	83.9%	**98.7%**	-	98.0%	*	-	-	-	-	93.3%	97.9%	100.0%
At/Above Criterion for All Examinees	2020-21	32.9%	8.9%	**20.8%**	-	20.8%	-	-	-	-	-	-	22.7%	0.0%
	2019-20	35.7%	5.1%	**2.4%**	-	2.4%	*	-	-	-	-	0.0%	2.3%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	968	*	-	*	-	-	-	-	-	-	*	-
	2019-20	1019	991	**1026**	-	1026	-	-	-	-	-	-	1027	-
English Language Arts and Writing	2020-21	504	514	*	-	*	-	-	-	-	-	-	*	-
	2019-20	513	507	**527**	-	527	-	-	-	-	-	-	527	-
Mathematics	2020-21	498	454	*	-	*	-	-	-	-	-	-	*	-
	2019-20	506	484	**499**	-	499	-	-	-	-	-	-	500	-
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	17.3	**18.1**	-	18.1	-	-	-	-	-	-	18.2	12.4
	2019-20	20.2	16.1	**15.5**	-	15.5	19.7	-	-	-	-	12.5	15.3	13.4
English Language Arts	2020-21	19.6	16.8	**18.0**	-	18.0	-	-	-	-	-	-	18.2	11.4
	2019-20	19.9	15.3	**14.6**	-	14.6	19.0	-	-	-	-	11.0	14.5	12.0
Mathematics	2020-21	19.9	17.1	**17.5**	-	17.5	-	-	-	-	-	-	17.6	14.0
	2019-20	20.1	16.3	**16.0**	-	16.0	21.7	-	-	-	-	14.5	15.9	14.8
Science	2020-21	20.3	18.1	**18.5**	-	18.5	-	-	-	-	-	-	18.5	12.8
	2019-20	20.5	16.9	**16.2**	-	16.1	18.7	-	-	-	-	13.1	16.0	14.1

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	39.8%	**35.6%**	*	35.5%	*	-	-	-	-	17.8%	35.4%	21.9%
	2019-20	46.3%	44.1%	**44.3%**	*	44.3%	*	-	-	-	-	29.3%	44.4%	28.6%
English Language Arts	2020-21	16.3%	9.0%	**8.1%**	*	8.1%	*	-	-	-	-	0.0%	7.6%	1.5%
	2019-20	18.2%	12.4%	**12.9%**	*	12.8%	*	-	-	-	-	2.0%	12.3%	2.6%
Mathematics	2020-21	19.3%	29.8%	**27.0%**	*	27.0%	*	-	-	-	-	11.4%	26.5%	16.3%
	2019-20	20.7%	29.8%	**27.5%**	*	27.5%	*	-	-	-	-	15.8%	27.5%	16.9%
Science	2020-21	20.6%	28.5%	**30.3%**	*	30.3%	*	-	-	-	-	16.3%	30.0%	18.4%
	2019-20	22.4%	28.9%	**31.1%**	*	31.1%	*	-	-	-	-	27.7%	30.9%	20.7%
Social Studies	2020-21	22.8%	14.8%	**12.5%**	*	12.5%	*	-	-	-	-	0.5%	12.1%	2.4%
	2019-20	24.6%	16.5%	**17.1%**	*	17.1%	*	-	-	-	-	1.1%	16.7%	3.9%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2019-20	58.5%	64.1%	**71.1%**	-	71.1%	*	-	-	-	-	46.7%	71.2%	65.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	34.9%	**35.1%**	-	35.2%	*	-	-	-	-	10.0%	33.3%	12.1%
	2018-19	52.6%	38.7%	**35.9%**	-	35.9%	*	-	-	-	-	15.6%	35.1%	13.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	2,042	100.0%	13,060	5,402,928	2,042	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	4.1%	0	0.0%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	3.3%	3.5%	0	0.0%	3.3%	3.5%
Kindergarten	0	0.0%	5.8%	6.8%	0	0.0%	5.8%	6.8%
Grade 1	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	720	35.3%	10.6%	8.8%	720	35.3%	10.6%	8.8%
Grade 10	523	25.6%	8.1%	7.6%	523	25.6%	8.1%	7.5%
Grade 11	410	20.1%	7.4%	7.2%	410	20.1%	7.4%	7.2%
Grade 12	389	19.0%	6.9%	6.7%	389	19.0%	6.9%	6.7%
Ethnic Distribution:								
African American	1	0.0%	0.0%	12.8%	1	0.0%	0.0%	12.8%
Hispanic	2,039	99.9%	99.7%	52.8%	2,039	99.9%	99.7%	52.7%
White	2	0.1%	0.2%	26.3%	2	0.1%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	974	47.7%	48.4%	48.9%	974	47.7%	48.4%	48.8%
Male	1,068	52.3%	51.6%	51.1%	1,068	52.3%	51.6%	51.2%
Economically Disadvantaged	1,976	96.8%	94.6%	60.7%	1,976	96.8%	94.6%	60.6%
Non-Educationally Disadvantaged	66	3.2%	5.4%	39.3%	66	3.2%	5.4%	39.4%
Section 504 Students	91	4.5%	3.6%	7.4%	91	4.5%	3.6%	7.4%
EB Students/EL	1,151	56.4%	56.1%	21.7%	1,151	56.4%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	6	0.3%	0.1%	0.6%				
Students w/ Dyslexia	17	0.8%	0.7%	5.0%	17	0.8%	0.7%	5.0%
Foster Care	4	0.2%	0.1%	0.3%	4	0.2%	0.1%	0.3%
Homeless	149	7.3%	7.4%	1.1%	149	7.3%	7.4%	1.1%
Immigrant	24	1.2%	1.5%	2.0%	24	1.2%	1.5%	2.0%
Migrant	73	3.6%	3.7%	0.3%	73	3.6%	3.7%	0.3%
Title I	2,042	100.0%	100.0%	64.3%	2,042	100.0%	100.0%	64.3%
Military Connected	3	0.1%	0.1%	3.3%	3	0.1%	0.1%	3.3%
At-Risk	1,620	79.3%	82.5%	53.5%	1,620	79.3%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	1,143	56.0%	57.0%	21.9%	1,143	56.0%	57.0%	21.8%
Gifted and Talented Education	202	9.9%	8.5%	8.0%	202	9.9%	8.5%	8.0%
Special Education	253	12.4%	10.4%	11.6%	253	12.4%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	253							
By Type of Primary Disability Students with Intellectual Disabilities	184	72.7%	59.7%	43.0%				
Students with Physical Disabilities	8	3.2%	13.3%	20.8%				
Students with Autism	19	7.5%	10.1%	14.7%				
Students with Behavioral Disabilities	42	16.6%	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	212	9.5%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	209	9.4%	12.3%	6.6%				
White	3	0.1%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	21	9.1%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	132	11.6%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	209	9.7%	12.7%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	295	17.7%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	1.3%	1.9%	-	0.0%	5.2%
Grade 1	-	4.7%	2.9%	-	3.8%	4.2%
Grade 2	-	3.0%	1.7%	-	0.0%	2.2%
Grade 3	-	2.0%	1.0%	-	2.0%	1.0%
Grade 4	-	1.7%	0.7%	-	2.7%	0.7%
Grade 5	-	1.1%	0.5%	-	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	32.6%	24.2%	10.5%	21.9%	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	18.4	18.7
Grade 2	-	17.9	18.6
Grade 3	-	18.0	18.7
Grade 4	-	17.4	18.8
Grade 5	-	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	19.2	16.8	16.3
Foreign Languages	18.3	19.7	18.4
Mathematics	21.4	17.6	17.5
Science	20.6	16.6	18.5
Social Studies	22.0	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	198.3	100.0%	100.0%	100.0%
Professional Staff:	181.3	91.5%	55.8%	64.1%
Teachers	152.0	76.7%	42.0%	49.3%
Professional Support	22.8	11.5%	11.0%	10.7%
Campus Administration (School Leadership)	6.5	3.3%	1.9%	2.9%
Educational Aides:	17.0	8.5%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	8.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	195.3	98.5%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	147.0	96.7%	96.6%	28.9%
White	2.0	1.3%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	3.0	2.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	82.9	54.6%	35.4%	24.1%
Females	69.1	45.4%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	4.0	2.6%	1.1%	1.4%
Bachelors	126.2	83.0%	80.8%	72.6%
Masters	19.9	13.1%	17.6%	25.2%
Doctorate	2.0	1.3%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	11.4	7.5%	6.9%	7.9%
1-5 Years Experience	38.9	25.6%	20.4%	26.7%
6-10 Years Experience	44.3	29.1%	25.8%	20.6%
11-20 Years Experience	41.6	27.3%	34.3%	28.6%
21-30 Years Experience	11.9	7.9%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	4.0	2.6%	3.0%	2.9%
Number of Students per Teacher	13.4	n/a	13.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	7.1	6.3
Average Years Experience of Principals with District	0.0	7.1	5.4
Average Years Experience of Assistant Principals	5.5	6.7	5.5
Average Years Experience of Assistant Principals with District	4.3	5.8	4.8
Average Years Experience of Teachers:	10.2	11.5	11.1
Average Years Experience of Teachers with District:	8.0	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,276	$53,500	$51,054
1-5 Years Experience	$55,627	$53,852	$54,577
6-10 Years Experience	$56,414	$56,098	$57,746
11-20 Years Experience	$60,203	$60,197	$61,377
21-30 Years Experience	$62,114	$64,449	$65,949
Over 30 Years Experience	$73,810	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$57,769	$58,223	$58,887
Professional Support	$67,300	$63,600	$69,505
Campus Administration (School Leadership)	$73,686	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	0.2%	6.3%	6.2%
Career and Technical Education	25.3	16.6%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.2	0.1%	1.4%	1.7%
Regular Education	116.1	76.3%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	2.4	1.6%	8.0%	9.6%
Other	7.8	5.1%	2.9%	3.5%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: HIDALGO CO J J A E P

Campus Number: 108902003

2022 Accountability Rating: Not Rated

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This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
Included in Accountability	83%	63%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
Not Included in Accountability: Mobile	3%	2%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
Not Included in Accountability: Other Exclusions	1%	5%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
Not Tested	12%	29%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
Absent	2%	1%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
Other	10%	28%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
Reading																
Assessment Participant	89%	75%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
Included in Accountability	83%	61%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
Not Included in Accountability: Mobile	3%	2%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
Not Included in Accountability: Other Exclusions	3%	11%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
Not Tested	11%	25%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
Absent	2%	3%	*	-	*	-	-	-	-	-	-	-	*	-	-	*
Other	10%	23%	*	-	*	-	-	-	-	-	-	-	*	-	-	*

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

There is no data for this campus.

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1	100.0%	13,060	5,402,928	1	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	4.1%	0	0.0%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	3.3%	3.5%	0	0.0%	3.3%	3.5%
Kindergarten	0	0.0%	5.8%	6.8%	0	0.0%	5.8%	6.8%
Grade 1	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	1	100.0%	10.6%	8.8%	1	100.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	1	100.0%	99.7%	52.8%	1	100.0%	99.7%	52.7%
White	0	0.0%	0.2%	26.3%	0	0.0%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	0	0.0%	48.4%	48.9%	0	0.0%	48.4%	48.8%
Male	1	100.0%	51.6%	51.1%	1	100.0%	51.6%	51.2%
Economically Disadvantaged	1	100.0%	94.6%	60.7%	1	100.0%	94.6%	60.6%
Non-Educationally Disadvantaged	0	0.0%	5.4%	39.3%	0	0.0%	5.4%	39.4%
Section 504 Students	0	0.0%	3.6%	7.4%	0	0.0%	3.6%	7.4%
EB Students/EL	1	100.0%	56.1%	21.7%	1	100.0%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	8	800.0%	0.1%	0.6%				
Students w/ Dyslexia	0	0.0%	0.7%	5.0%	0	0.0%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	0	0.0%	7.4%	1.1%	0	0.0%	7.4%	1.1%
Immigrant	0	0.0%	1.5%	2.0%	0	0.0%	1.5%	2.0%
Migrant	0	0.0%	3.7%	0.3%	0	0.0%	3.7%	0.3%
Title I	1	100.0%	100.0%	64.3%	1	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	1	100.0%	82.5%	53.5%	1	100.0%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	1	100.0%	57.0%	21.9%	1	100.0%	57.0%	21.8%
Career and Technical Education	1	100.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	1	100.0%	83.8%	71.0%				
Gifted and Talented Education	0	0.0%	8.5%	8.0%	0	0.0%	8.5%	8.0%
Special Education	0	0.0%	10.4%	11.6%	0	0.0%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	0							
By Type of Primary Disability Students with Intellectual Disabilities	0	0.0%	59.7%	43.0%				
Students with Physical Disabilities	0	0.0%	13.3%	20.8%				
Students with Autism	0	0.0%	10.1%	14.7%				
Students with Behavioral Disabilities	0	0.0%	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	1	100.0%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	1	100.0%	12.3%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	0	-	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	0	-	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	1	100.0%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Student Attrition (2020-21):								
Total Student Attrition	0	0.0%	21.6%	18.9%				

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	18.4	18.7
Grade 2	-	17.9	18.6
Grade 3	-	18.0	18.7
Grade 4	-	17.4	18.8
Grade 5	-	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	55.8%	64.1%
Teachers	-	-	42.0%	49.3%
Professional Support	-	-	11.0%	10.7%
Campus Administration (School Leadership)	-	-	1.9%	2.9%
Educational Aides:	-	-	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	-	n/a	19.0	4,194.0
Part-time Librarians	-	n/a	1.0	607.0
Full-time Counselors	-	n/a	43.0	13,550.0
Part-time Counselors	-	n/a	2.0	1,176.0
Total Minority Staff:	-	-	98.1%	52.1%
Teachers by Ethnicity:				
African American	-	-	0.3%	11.2%
Hispanic	-	-	96.6%	28.9%
White	-	-	2.5%	56.4%
American Indian	-	-	0.0%	0.3%
Asian	-	-	0.6%	1.9%
Pacific Islander	-	-	0.0%	0.1%
Two or More Races	-	-	0.0%	1.2%
Teachers by Sex:				
Males	-	-	35.4%	24.1%
Females	-	-	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	-	-	1.1%	1.4%
Bachelors	-	-	80.8%	72.6%
Masters	-	-	17.6%	25.2%
Doctorate	-	-	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	-	-	6.9%	7.9%
1-5 Years Experience	-	-	20.4%	26.7%
6-10 Years Experience	-	-	25.8%	20.6%
11-20 Years Experience	-	-	34.3%	28.6%
21-30 Years Experience	-	-	9.6%	13.2%

Texas Education Agency

2021-22 Staff Information (TAPR)

HIDALGO CO J J A E P (108902003) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	-	-	3.0%	2.9%
Number of Students per Teacher	-	n/a	13.4	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	-	7.1	6.3
Average Years Experience of Principals with District	-	7.1	5.4
Average Years Experience of Assistant Principals	-	6.7	5.5
Average Years Experience of Assistant Principals with District	-	5.8	4.8
Average Years Experience of Teachers:	-	11.5	11.1
Average Years Experience of Teachers with District:	-	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$53,500	$51,054
1-5 Years Experience	-	$53,852	$54,577
6-10 Years Experience	-	$56,098	$57,746
11-20 Years Experience	-	$60,197	$61,377
21-30 Years Experience	-	$64,449	$65,949
Over 30 Years Experience	-	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	-	$58,223	$58,887
Professional Support	-	$63,600	$69,505
Campus Administration (School Leadership)	-	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	-	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	6.3%	6.2%
Career and Technical Education	-	-	7.1%	5.2%
Compensatory Education	-	-	0.0%	3.0%
Gifted and Talented Education	-	-	1.4%	1.7%
Regular Education	-	-	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	-	-	8.0%	9.6%
Other	-	-	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: 3D ACADEMY

Campus Number: 108902006

2022 Accountability Rating: B
(evaluated with alternative education accountability provisions)

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	44%	**32%**	-	32%	-	-	-	-	-	*	-	22%	44%	32%	27%
	2021	67%	43%	**11%**	-	11%	-	-	-	-	-	*	-	7%	14%	11%	10%
At Meets Grade Level or Above	2022	47%	23%	**9%**	-	9%	-	-	-	-	-	*	-	0%	20%	9%	10%
	2021	50%	26%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
At Masters Grade Level	2022	11%	2%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
	2021	12%	3%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	55%	**33%**	-	33%	-	-	-	-	-	*	-	21%	44%	33%	26%
	2021	71%	54%	**21%**	-	21%	-	-	-	-	-	*	-	13%	28%	17%	14%
At Meets Grade Level or Above	2022	55%	35%	**10%**	-	10%	-	-	-	-	-	*	-	8%	12%	10%	8%
	2021	57%	38%	**9%**	-	9%	-	-	-	-	-	*	-	6%	11%	7%	5%
At Masters Grade Level	2022	9%	3%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
	2021	11%	3%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	60%	**60%**	-	62%	-	-	-	-	-	*	-	50%	82%	62%	58%
	2021	73%	53%	**30%**	-	30%	-	-	-	-	-	*	-	*	50%	30%	43%
At Meets Grade Level or Above	2022	43%	18%	**11%**	-	12%	-	-	-	-	-	*	-	4%	27%	12%	12%
	2021	41%	15%	**0%**	-	0%	-	-	-	-	-	*	-	*	0%	0%	0%
At Masters Grade Level	2022	27%	8%	**3%**	-	3%	-	-	-	-	-	*	-	0%	9%	3%	4%
	2021	23%	5%	**0%**	-	0%	-	-	-	-	-	*	-	*	0%	0%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	73%	**68%**	-	71%	-	-	-	-	-	-	-	55%	82%	71%	54%
	2021	82%	64%	**29%**	-	29%	-	-	-	-	-	*	-	*	*	33%	*
At Meets Grade Level or Above	2022	55%	34%	**5%**	-	5%	-	-	-	-	-	-	-	0%	9%	5%	8%
	2021	55%	30%	**0%**	-	0%	-	-	-	-	-	*	-	*	*	0%	*
At Masters Grade Level	2022	21%	8%	**5%**	-	5%	-	-	-	-	-	-	-	0%	9%	5%	8%
	2021	22%	6%	**0%**	-	0%	-	-	-	-	-	*	-	*	*	0%	*
End of Course U.S. History																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	88%	**71%**	-	71%	-	-	-	-	-	33%	-	65%	78%	70%	68%
	2021	88%	81%	**52%**	-	52%	-	-	-	-	-	*	-	15%	75%	48%	42%
At Meets Grade Level or Above	2022	68%	58%	**27%**	-	27%	-	-	-	-	-	0%	-	23%	33%	27%	25%
	2021	69%	52%	**21%**	-	21%	-	-	-	-	-	*	-	0%	35%	19%	5%
At Masters Grade Level	2022	42%	30%	**4%**	-	4%	-	-	-	-	-	0%	-	2%	8%	4%	6%
	2021	43%	25%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	83%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	95%	90%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
At Meets Grade Level or Above	2022	64%	21%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	69%	37%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
At Masters Grade Level	2022	13%	0%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2021	14%	1%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**53%**	-	54%	-	-	-	-	-	17%	-	45%	63%	54%	48%
	2021	67%	41%	**29%**	-	29%	-	-	-	-	-	25%	-	12%	43%	28%	26%
At Meets Grade Level or Above	2022	48%	31%	**16%**	-	16%	-	-	-	-	-	0%	-	10%	22%	16%	15%
	2021	41%	19%	**10%**	-	10%	-	-	-	-	-	0%	-	2%	16%	9%	4%
At Masters Grade Level	2022	23%	12%	**2%**	-	2%	-	-	-	-	-	0%	-	1%	4%	2%	3%
	2021	18%	6%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**32%**	-	32%	-	-	-	-	-	*	-	21%	44%	33%	27%
	2021	68%	43%	**16%**	-	16%	-	-	-	-	-	*	-	10%	22%	14%	12%
At Meets Grade Level or Above	2022	53%	32%	**9%**	-	10%	-	-	-	-	-	*	-	4%	16%	10%	9%
	2021	45%	22%	**5%**	-	5%	-	-	-	-	-	*	-	3%	6%	4%	2%
At Masters Grade Level	2022	25%	11%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
	2021	18%	5%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**60%**	-	62%	-	-	-	-	-	*	-	50%	82%	62%	58%
	2021	66%	35%	**36%**	-	36%	-	-	-	-	-	*	-	*	57%	36%	50%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	26%	**11%**	-	12%	-	-	-	-	-	*	-	4%	27%	12%	12%
	2021	37%	11%	**9%**	-	9%	-	-	-	-	-	*	-	*	14%	9%	13%
At Masters Grade Level	2022	20%	9%	**3%**	-	3%	-	-	-	-	-	*	-	0%	9%	3%	4%
	2021	18%	4%	**0%**	-	0%	-	-	-	-	-	*	-	*	0%	0%	0%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**68%**	-	71%	-	-	-	-	-	-	-	55%	82%	71%	54%
	2021	71%	46%	**29%**	-	29%	-	-	-	-	-	*	-	*	*	33%	*
At Meets Grade Level or Above	2022	47%	30%	**5%**	-	5%	-	-	-	-	-	-	-	0%	9%	5%	8%
	2021	44%	18%	**0%**	-	0%	-	-	-	-	-	*	-	*	*	0%	*
At Masters Grade Level	2022	21%	10%	**5%**	-	5%	-	-	-	-	-	-	-	0%	9%	5%	8%
	2021	20%	5%	**0%**	-	0%	-	-	-	-	-	*	-	*	*	0%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	78%	**71%**	-	71%	-	-	-	-	-	33%	-	65%	78%	70%	68%
	2021	73%	62%	**52%**	-	52%	-	-	-	-	-	*	-	15%	75%	48%	42%
At Meets Grade Level or Above	2022	50%	45%	**27%**	-	27%	-	-	-	-	-	0%	-	23%	33%	27%	25%
	2021	49%	37%	**21%**	-	21%	-	-	-	-	-	*	-	0%	35%	19%	5%
At Masters Grade Level	2022	30%	23%	**4%**	-	4%	-	-	-	-	-	0%	-	2%	8%	4%	6%
	2021	29%	17%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
3D ACADEMY (108902006) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2022	71	74	*	-	*	-	-	-	-	-	-	-	*	*	*	-
	2019	69	67	*	-	*	-	-	-	-	-	-	*	*	*	*	*
All Grades Both Subjects	2022	74	79	*	-	*	-	-	-	-	-	-	-	*	*	*	-
	2019	69	64	*	-	*	-	-	-	-	-	-	*	*	*	*	*
All Grades ELA/Reading	2022	78	80	*	-	*	-	-	-	-	-	-	-	*	*	*	-
	2019	68	64	*	-	*	-	-	-	-	-	-	*	*	*	*	*

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
3D ACADEMY (108902006) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**53%**	-	-	-	-	-	-	46%	-	46%	-	-	71%	46%	71%
	2021	67%	41%	**29%**	-	-	-	-	-	-	23%	-	23%	-	*	35%	26%	-
At Meets Grade Level or Above	2022	48%	31%	**16%**	-	-	-	-	-	-	14%	-	14%	-	-	17%	14%	29%
	2021	41%	19%	**10%**	-	-	-	-	-	-	3%	-	3%	-	*	20%	4%	-
At Masters Grade Level	2022	23%	12%	**2%**	-	-	-	-	-	-	3%	-	3%	-	-	0%	3%	7%
	2021	18%	6%	**0%**	-	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**32%**	-	-	-	-	-	-	24%	-	24%	-	-	52%	24%	57%
	2021	68%	43%	**16%**	-	-	-	-	-	-	8%	-	8%	-	*	25%	12%	-
At Meets Grade Level or Above	2022	53%	32%	**9%**	-	-	-	-	-	-	8%	-	8%	-	-	9%	8%	29%
	2021	45%	22%	**5%**	-	-	-	-	-	-	0%	-	0%	-	*	10%	2%	-
At Masters Grade Level	2022	25%	11%	**0%**	-	-	-	-	-	-	0%	-	0%	-	-	0%	0%	0%
	2021	18%	5%	**0%**	-	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**60%**	-	-	-	-	-	-	56%	-	56%	-	-	75%	56%	*
	2021	66%	35%	**36%**	-	-	-	-	-	-	50%	-	50%	-	-	*	50%	-
At Meets Grade Level or Above	2022	42%	26%	**11%**	-	-	-	-	-	-	12%	-	12%	-	-	13%	12%	*
	2021	37%	11%	**9%**	-	-	-	-	-	-	13%	-	13%	-	-	*	13%	-
At Masters Grade Level	2022	20%	9%	**3%**	-	-	-	-	-	-	4%	-	4%	-	-	0%	4%	*
	2021	18%	4%	**0%**	-	-	-	-	-	-	0%	-	0%	-	-	*	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**68%**	-	-	-	-	-	-	50%	-	50%	-	-	100%	50%	*
	2021	71%	46%	**29%**	-	-	-	-	-	-	*	-	*	-	-	*	*	-
At Meets Grade Level or Above	2022	47%	30%	**5%**	-	-	-	-	-	-	8%	-	8%	-	-	0%	8%	*
	2021	44%	18%	**0%**	-	-	-	-	-	-	*	-	*	-	-	*	*	-
At Masters Grade Level	2022	21%	10%	**5%**	-	-	-	-	-	-	8%	-	8%	-	-	0%	8%	*
	2021	20%	5%	**0%**	-	-	-	-	-	-	*	-	*	-	-	*	*	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	78%	**71%**	-	-	-	-	-	-	67%	-	67%	-	-	79%	67%	80%
	2021	73%	62%	**52%**	-	-	-	-	-	-	39%	-	39%	-	*	64%	42%	-

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
3D ACADEMY (108902006) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	45%	**27%**	-	-	-	-	-	-	24%	-	24%	-	-	33%	24%	40%
	2021	49%	37%	**21%**	-	-	-	-	-	-	6%	-	6%	-	*	43%	5%	-
At Masters Grade Level	2022	30%	23%	**4%**	-	-	-	-	-	-	5%	-	5%	-	-	0%	5%	20%
	2021	29%	17%	**0%**	-	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2019	69%	64%	*	-	-	-	-	-		*	*	-		-		*	
All Grades ELA/Reading	2022	78%	80%	*	-	-	-	-	-	-	-	-	-	-	-	*	-	-
	2019	68%	64%	*	-	-	-	-	-		*	*	-		-		*	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency

2021-22 STAAR Participation (TAPR)

3D ACADEMY (108902006) - DONNA ISD - HIDALGO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**94%**	-	94%	-	-	-	-	-	73%	-	94%	94%	94%	93%
Included in Accountability	93%	91%	**69%**	-	68%	-	-	-	-	-	55%	-	64%	75%	69%	67%
Not Included in Accountability: Mobile	5%	5%	**17%**	-	17%	-	-	-	-	-	0%	-	19%	14%	17%	15%
Not Included in Accountability: Other Exclusions	1%	3%	**8%**	-	8%	-	-	-	-	-	18%	-	10%	5%	8%	11%
Not Tested	1%	1%	**6%**	-	6%	-	-	-	-	-	27%	-	6%	6%	6%	7%
Absent	1%	1%	**5%**	-	5%	-	-	-	-	-	27%	-	6%	4%	5%	7%
Other	0%	0%	**1%**	-	1%	-	-	-	-	-	0%	-	0%	2%	1%	0%
Reading																
Assessment Participant	99%	99%	**95%**	-	95%	-	-	-	-	-	80%	-	94%	97%	95%	94%
Included in Accountability	92%	88%	**59%**	-	59%	-	-	-	-	-	40%	-	52%	70%	59%	56%
Not Included in Accountability: Mobile	5%	5%	**18%**	-	19%	-	-	-	-	-	0%	-	20%	15%	19%	16%
Not Included in Accountability: Other Exclusions	2%	5%	**17%**	-	17%	-	-	-	-	-	40%	-	21%	11%	17%	22%
Not Tested	1%	1%	**5%**	-	5%	-	-	-	-	-	20%	-	6%	3%	5%	6%
Absent	1%	1%	**5%**	-	5%	-	-	-	-	-	20%	-	6%	3%	5%	6%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**88%**	-	88%	-	-	-	-	-	*	-	93%	79%	88%	90%
Included in Accountability	93%	92%	**81%**	-	81%	-	-	-	-	-	*	-	83%	79%	81%	84%
Not Included in Accountability: Mobile	5%	6%	**7%**	-	7%	-	-	-	-	-	*	-	10%	0%	7%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	1%	1%	**12%**	-	12%	-	-	-	-	-	*	-	7%	21%	12%	10%
Absent	1%	1%	**5%**	-	5%	-	-	-	-	-	*	-	3%	7%	5%	6%
Other	0%	1%	**7%**	-	7%	-	-	-	-	-	*	-	3%	14%	7%	3%
Science																
Assessment Participant	98%	98%	**80%**	-	79%	-	-	-	-	-	*	-	80%	80%	79%	74%
Included in Accountability	93%	92%	**73%**	-	72%	-	-	-	-	-	*	-	73%	73%	72%	68%
Not Included in Accountability: Mobile	4%	5%	**7%**	-	7%	-	-	-	-	-	*	-	7%	7%	7%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	2%	2%	**20%**	-	21%	-	-	-	-	-	*	-	20%	20%	21%	26%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**17%**	-	17%	-	-	-	-	-	*	-	20%	13%	17%	26%
Other	0%	0%	**3%**	-	3%	-	-	-	-	-	*	-	0%	7%	3%	0%
Social Studies																
Assessment Participant	98%	98%	**98%**	-	98%	-	-	-	-	-	75%	-	97%	98%	97%	96%
Included in Accountability	94%	94%	**77%**	-	77%	-	-	-	-	-	75%	-	74%	80%	77%	77%
Not Included in Accountability: Mobile	4%	4%	**21%**	-	21%	-	-	-	-	-	0%	-	23%	18%	20%	19%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	2%	2%	**3%**	-	3%	-	-	-	-	-	25%	-	3%	2%	3%	4%
Absent	1%	2%	**3%**	-	3%	-	-	-	-	-	25%	-	3%	2%	3%	4%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	75%	*	-	*	-	-	-	-	-	-	-	*	*	*	*
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**80%**	-	80%	-	-	-	-	-	100%	-	85%	76%	79%	80%
Included in Accountability	83%	63%	**51%**	-	51%	-	-	-	-	-	73%	-	45%	57%	51%	51%
Not Included in Accountability: Mobile	3%	2%	**20%**	-	20%	-	-	-	-	-	18%	-	26%	13%	17%	14%
Not Included in Accountability: Other Exclusions	1%	5%	**10%**	-	10%	-	-	-	-	-	9%	-	13%	6%	10%	15%
Not Tested	12%	29%	**20%**	-	20%	-	-	-	-	-	0%	-	15%	24%	21%	20%
Absent	2%	1%	**14%**	-	14%	-	-	-	-	-	0%	-	10%	17%	15%	14%
Other	10%	28%	**6%**	-	6%	-	-	-	-	-	0%	-	5%	6%	6%	6%
Reading																
Assessment Participant	89%	75%	**78%**	-	78%	-	-	-	-	-	100%	-	83%	72%	77%	78%
Included in Accountability	83%	61%	**47%**	-	47%	-	-	-	-	-	67%	-	40%	55%	46%	45%
Not Included in Accountability: Mobile	3%	2%	**17%**	-	17%	-	-	-	-	-	17%	-	24%	7%	15%	12%
Not Included in Accountability: Other Exclusions	3%	11%	**15%**	-	15%	-	-	-	-	-	17%	-	19%	10%	16%	22%
Not Tested	11%	25%	**22%**	-	22%	-	-	-	-	-	0%	-	17%	28%	23%	22%
Absent	2%	3%	**19%**	-	19%	-	-	-	-	-	0%	-	13%	26%	20%	18%
Other	10%	23%	**3%**	-	3%	-	-	-	-	-	0%	-	4%	2%	3%	3%
Mathematics																
Assessment Participant	88%	67%	**70%**	-	70%	-	-	-	-	-	*	-	75%	67%	68%	71%
Included in Accountability	84%	64%	**48%**	-	48%	-	-	-	-	-	*	-	50%	47%	50%	57%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	3%	**22%**	-	22%	-	-	-	-	-	*	-	25%	20%	18%	14%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	12%	33%	**30%**	-	30%	-	-	-	-	-	*	-	25%	33%	32%	29%
Absent	2%	0%	**4%**	-	4%	-	-	-	-	-	*	-	0%	7%	5%	0%
Other	10%	32%	**26%**	-	26%	-	-	-	-	-	*	-	25%	27%	27%	29%
Science																
Assessment Participant	87%	68%	**71%**	-	71%	-	-	-	-	-	*	-	83%	64%	67%	67%
Included in Accountability	84%	65%	**41%**	-	41%	-	-	-	-	-	*	-	50%	36%	40%	44%
Not Included in Accountability: Mobile	3%	2%	**29%**	-	29%	-	-	-	-	-	*	-	33%	27%	27%	22%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	13%	32%	**29%**	-	29%	-	-	-	-	-	*	-	17%	36%	33%	33%
Absent	2%	1%	**18%**	-	18%	-	-	-	-	-	*	-	0%	27%	20%	22%
Other	10%	32%	**12%**	-	12%	-	-	-	-	-	*	-	17%	9%	13%	11%
Social Studies																
Assessment Participant	87%	68%	**96%**	-	96%	-	-	-	-	-	*	-	95%	96%	95%	93%
Included in Accountability	84%	66%	**70%**	-	70%	-	-	-	-	-	*	-	62%	77%	72%	70%
Not Included in Accountability: Mobile	3%	1%	**23%**	-	23%	-	-	-	-	-	*	-	33%	15%	21%	19%
Not Included in Accountability: Other Exclusions	0%	1%	**2%**	-	2%	-	-	-	-	-	*	-	0%	4%	2%	4%
Not Tested	13%	32%	**4%**	-	4%	-	-	-	-	-	*	-	5%	4%	5%	7%
Absent	3%	1%	**2%**	-	2%	-	-	-	-	-	*	-	5%	0%	2%	4%
Other	10%	31%	**2%**	-	2%	-	-	-	-	-	*	-	0%	4%	2%	4%
Accelerated Testers																
SAT/ACT Participant	85%	44%	*	-	*	-	-	-	-	-	-	-	-	*	*	*

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**69.8%**	-	69.8%	-	-	-	-	-	81.1%	69.2%	68.3%
2019-20	98.3%	96.9%	**75.1%**	*	75.1%	*	-	-	-	-	80.1%	75.2%	75.6%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**65.3%**	-	65.3%	-	-	-	-	-	42.9%	65.9%	66.3%
2019-20	6.7%	11.1%	**66.5%**	*	66.7%	*	-	-	-	-	73.9%	66.2%	64.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**5.4%**	-	5.4%	-	-	-	-	-	7.7%	5.6%	6.9%
2019-20	1.6%	1.1%	**11.1%**	*	10.7%	*	-	-	-	-	4.5%	11.9%	10.9%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**58.5%**	-	58.5%	-	-	-	-	-	100.0%	59.0%	55.0%
Received TxCHSE	0.3%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	4.5%	**37.7%**	-	37.7%	-	-	-	-	-	0.0%	37.0%	37.5%
Dropped Out	5.8%	3.3%	**3.8%**	-	3.8%	-	-	-	-	-	0.0%	4.0%	7.5%
Graduates and TxCHSE	90.3%	92.1%	**58.5%**	-	58.5%	-	-	-	-	-	100.0%	59.0%	55.0%
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**96.2%**	-	96.2%	-	-	-	-	-	100.0%	96.0%	92.5%
Class of 2020													
Graduated	90.3%	91.1%	**55.8%**	*	55.6%	-	-	-	-	-	62.5%	56.0%	57.1%
Received TxCHSE	0.4%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	4.2%	**28.7%**	*	29.4%	-	-	-	-	-	12.5%	28.0%	27.0%
Dropped Out	5.4%	4.7%	**15.5%**	*	15.1%	-	-	-	-	-	25.0%	16.0%	15.9%
Graduates and TxCHSE	90.7%	91.1%	**55.8%**	*	55.6%	-	-	-	-	-	62.5%	56.0%	57.1%
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**84.5%**	*	84.9%	-	-	-	-	-	75.0%	84.0%	84.1%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**73.8%**	*	73.9%	-	-	-	-	-	75.0%	73.1%	74.2%
Received TxCHSE	0.5%	0.1%	**0.8%**	*	0.8%	-	-	-	-	-	0.0%	0.8%	0.0%
Continued HS	1.1%	1.3%	**6.6%**	*	6.7%	-	-	-	-	-	0.0%	6.7%	4.8%
Dropped Out	6.2%	5.0%	**18.9%**	*	18.5%	-	-	-	-	-	25.0%	19.3%	21.0%
Graduates and TxCHSE	92.7%	93.7%	**74.6%**	*	74.8%	-	-	-	-	-	75.0%	73.9%	74.2%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	**81.1%**	*	81.5%	-	-	-	-	-	75.0%	80.7%	79.0%
Class of 2019													
Graduated	92.0%	89.9%	**70.7%**	-	70.7%	-	-	-	-	-	53.3%	70.1%	67.1%
Received TxCHSE	0.5%	0.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.3%	0.8%	**5.7%**	-	5.7%	-	-	-	-	-	13.3%	5.4%	5.1%
Dropped Out	6.1%	9.2%	**23.6%**	-	23.6%	-	-	-	-	-	33.3%	24.5%	27.8%
Graduates and TxCHSE	92.6%	90.0%	**70.7%**	-	70.7%	-	-	-	-	-	53.3%	70.1%	67.1%
Graduates, TxCHSE, and Continuers	93.9%	90.8%	**76.4%**	-	76.4%	-	-	-	-	-	66.7%	75.5%	72.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	**75.5%**	-	75.5%	-	-	-	-	-	60.0%	74.5%	70.1%
Received TxCHSE	0.6%	0.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	8.8%	**24.5%**	-	24.5%	-	-	-	-	-	40.0%	25.5%	29.9%
Graduates and TxCHSE	93.2%	91.2%	**75.5%**	-	75.5%	-	-	-	-	-	60.0%	74.5%	70.1%
Graduates, TxCHSE, and Continuers	93.8%	91.2%	**75.5%**	-	75.5%	-	-	-	-	-	60.0%	74.5%	70.1%
Class of 2018													
Graduated	92.6%	90.2%	**75.6%**	*	75.8%	*	-	-	-	-	100.0%	76.0%	72.2%
Received TxCHSE	0.7%	0.1%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.1%	9.7%	**24.4%**	*	24.2%	*	-	-	-	-	0.0%	24.0%	27.8%
Graduates and TxCHSE	93.3%	90.3%	**75.6%**	*	75.8%	*	-	-	-	-	100.0%	76.0%	72.2%
Graduates, TxCHSE, and Continuers	93.9%	90.3%	**75.6%**	*	75.8%	*	-	-	-	-	100.0%	76.0%	72.2%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	**52.8%**	-	52.8%	-	-	-	-	-	88.9%	53.4%	52.0%
Class of 2020	90.3%	89.1%	**54.5%**	*	54.3%	-	-	-	-	-	62.5%	54.7%	55.4%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	**93.5%**	-	93.5%	-	-	-	-	-	75.0%	93.2%	100.0%
Class of 2020	4.3%	7.3%	**87.5%**	*	87.1%	-	-	-	-	-	40.0%	87.1%	80.6%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	**3.2%**	-	3.2%	-	-	-	-	-	0.0%	3.4%	0.0%
Class of 2020	83.5%	90.2%	**8.3%**	*	8.6%	-	-	-	-	-	0.0%	8.6%	11.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	**96.8%**	-	96.8%	-	-	-	-	-	75.0%	96.6%	100.0%
Class of 2020	87.8%	97.6%	**95.8%**	*	95.7%	-	-	-	-	-	40.0%	95.7%	91.7%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	**96.5%**	-	96.5%	-	-	-	-	-	66.7%	96.2%	97.3%
2019-20	4.4%	11.7%	**88.8%**	-	88.8%	-	-	-	-	-	53.8%	88.0%	85.5%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2019-20	81.8%	85.5%	**6.4%**	-	6.4%	-	-	-	-	-	0.0%	6.8%	6.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	**96.5%**	-	96.5%	-	-	-	-	-	66.7%	96.2%	97.3%
2019-20	85.8%	97.1%	**95.2%**	-	95.2%	-	-	-	-	-	53.8%	94.9%	91.9%

Texas Education Agency

2021-22 Graduation Profile (TAPR)

3D ACADEMY (108902006) - DONNA ISD - HIDALGO COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	85	100.0%	970	358,842
By Ethnicity:				
African American	0	0.0%	1	44,018
Hispanic	85	100.0%	968	183,306
White	0	0.0%	1	103,898
American Indian	0	0.0%	0	1,195
Asian	0	0.0%	0	18,030
Pacific Islander	0	0.0%	0	553
Two or More Races	0	0.0%	0	7,842
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	729
Foundation H.S. Program (No Endorsement)	3	3.5%	29	56,281
Foundation H.S. Program (Endorsement)	82	96.5%	97	13,582
Foundation H.S. Program (DLA)	0	0.0%	844	287,316
Special Education Graduates	9	10.6%	79	31,028
Economically Disadvantaged Graduates	79	92.9%	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	37	43.5%	322	32,809
At-Risk Graduates	78	91.8%	608	155,884
CTE Completers	0	0.0%	348	99,076

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	67.3%	**31.8%**	-	31.8%	-	-	-	-	-	100.0%	31.6%	29.7%
2019-20	63.0%	60.8%	**28.8%**	-	28.8%	-	-	-	-	-	100.0%	29.1%	33.9%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	42.6%	**3.5%**	-	3.5%	-	-	-	-	-	0.0%	3.8%	5.4%
2019-20	53.4%	35.8%	**1.6%**	-	1.6%	-	-	-	-	-	0.0%	1.7%	1.6%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	25.4%	**2.4%**	-	2.4%	-	-	-	-	-	0.0%	2.5%	0.0%
2019-20	59.7%	31.4%	**3.2%**	-	3.2%	-	-	-	-	-	0.0%	2.6%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	13.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2019-20	47.9%	22.7%	**1.6%**	-	1.6%	-	-	-	-	-	0.0%	1.7%	0.0%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	11.5%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2019-20	43.2%	18.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	7.8%	**3.5%**	-	3.5%	-	-	-	-	-	0.0%	3.8%	5.4%
2019-20	21.1%	10.6%	**1.6%**	-	1.6%	-	-	-	-	-	0.0%	1.7%	1.6%
Associate Degree (Annual Graduates)													
2020-21	2.6%	1.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2019-20	2.1%	0.9%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	36.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2019-20	24.6%	25.5%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	16.8%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2019-20	4.0%	11.6%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	46.3%	**28.2%**	-	28.2%	-	-	-	-	-	100.0%	27.8%	24.3%
2019-20	18.7%	43.3%	**27.2%**	-	27.2%	-	-	-	-	-	100.0%	27.4%	32.3%
Approved Industry-Based Certification (Annual Graduates)													

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	39.5%	**22.4%**	-	22.4%	-	-	-	-	-	44.4%	21.5%	18.9%
2019-20	13.2%	37.1%	**17.6%**	-	17.6%	-	-	-	-	-	7.7%	17.9%	19.4%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	1.5%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2019-20	0.7%	2.6%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	3.5%	**3.5%**	-	3.5%	-	-	-	-	-	33.3%	3.8%	2.7%
2019-20	2.4%	3.3%	**8.0%**	-	8.0%	-	-	-	-	-	76.9%	7.7%	11.3%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	5.7%	**7.1%**	-	7.1%	-	-	-	-	-	66.7%	7.6%	8.1%
2019-20	3.7%	4.5%	**5.6%**	-	5.6%	-	-	-	-	-	53.8%	5.1%	6.5%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	22.6%	**2.4%**	-	2.4%	-	-	-	-	-	0.0%	2.5%	0.0%
	2019-20	30.1%	30.0%	**3.2%**	-	3.2%	-	-	-	-	-	0.0%	2.6%	0.0%
Mathematics	2020-21	19.4%	11.8%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2019-20	21.2%	17.4%	**1.6%**	-	1.6%	-	-	-	-	-	0.0%	1.7%	0.0%
Both Subjects	2020-21	14.4%	10.4%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2019-20	16.4%	15.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	2.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2019-20	7.3%	1.2%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Mathematics	2020-21	10.3%	1.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2019-20	9.7%	4.9%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Both Subjects	2020-21	4.9%	0.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2019-20	4.2%	0.9%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	13.8%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2020	22.0%	14.2%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
English Language Arts	2021	12.1%	5.4%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2020	12.7%	7.1%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Mathematics	2021	6.1%	2.2%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2020	6.4%	2.6%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Science	2021	8.7%	5.9%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2020	9.4%	4.0%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Social Studies	2021	11.6%	7.6%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2020	12.4%	6.7%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	15.5%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	59.0%	27.9%	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021	42.7%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	50.1%	9.7%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2021	49.4%	2.2%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	56.5%	3.8%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2021	41.4%	0.8%	**-**	-	-	-	-	-	-	-	-	-	-
	2020	47.6%	9.9%	**-**	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	1.9%	-	-	-	-	-	-	-	-	-	-	-
	2020	52.3%	11.0%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	17.3%	**1.2%**	-	1.2%	-	-	-	-	-	0.0%	1.3%	0.0%
	2019-20	76.7%	83.9%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
At/Above Criterion for All Examinees	2020-21	32.9%	8.9%	*	-	*	-	-	-	-	-	-	*	-
	2019-20	35.7%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	968	-	-	-	-	-	-	-	-	-	-	-
	2019-20	1019	991	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2020-21	504	514	-	-	-	-	-	-	-	-	-	-	-
	2019-20	513	507	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020-21	498	454	-	-	-	-	-	-	-	-	-	-	-
	2019-20	506	484	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	17.3	*	-	*	-	-	-	-	-	-	*	-
	2019-20	20.2	16.1	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2020-21	19.6	16.8	*	-	*	-	-	-	-	-	-	*	-
	2019-20	19.9	15.3	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020-21	19.9	17.1	*	-	*	-	-	-	-	-	-	*	-
	2019-20	20.1	16.3	-	-	-	-	-	-	-	-	-	-	-
Science	2020-21	20.3	18.1	*	-	*	-	-	-	-	-	-	*	-
	2019-20	20.5	16.9	-	-	-	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	39.8%	**66.3%**	-	66.3%	-	-	-	-	-	61.5%	66.0%	59.5%
	2019-20	46.3%	44.1%	**48.3%**	*	48.7%	*	-	-	-	-	72.7%	51.9%	50.4%
English Language Arts	2020-21	16.3%	9.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2019-20	18.2%	12.4%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Mathematics	2020-21	19.3%	29.8%	**77.8%**	-	77.8%	-	-	-	-	-	80.0%	78.0%	69.1%
	2019-20	20.7%	29.8%	**59.2%**	-	59.6%	*	-	-	-	-	78.9%	61.0%	60.6%
Science	2020-21	20.6%	28.5%	**2.1%**	-	2.1%	-	-	-	-	-	9.1%	2.2%	2.9%
	2019-20	22.4%	28.9%	**2.0%**	*	2.0%	*	-	-	-	-	5.9%	2.4%	4.0%
Social Studies	2020-21	22.8%	14.8%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2019-20	24.6%	16.5%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
	2019-20	58.5%	64.1%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	34.9%	**4.8%**	-	4.8%	-	-	-	-	-	0.0%	4.3%	1.6%
	2018-19	52.6%	38.7%	**8.5%**	*	8.6%	-	-	-	-	-	*	7.8%	3.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	168	100.0%	13,060	5,402,928	168	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	4.1%	0	0.0%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	3.3%	3.5%	0	0.0%	3.3%	3.5%
Kindergarten	0	0.0%	5.8%	6.8%	0	0.0%	5.8%	6.8%
Grade 1	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	9	5.4%	10.6%	8.8%	9	5.4%	10.6%	8.8%
Grade 10	35	20.8%	8.1%	7.6%	35	20.8%	8.1%	7.5%
Grade 11	71	42.3%	7.4%	7.2%	71	42.3%	7.4%	7.2%
Grade 12	53	31.5%	6.9%	6.7%	53	31.5%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	168	100.0%	99.7%	52.8%	168	100.0%	99.7%	52.7%
White	0	0.0%	0.2%	26.3%	0	0.0%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	67	39.9%	48.4%	48.9%	67	39.9%	48.4%	48.8%
Male	101	60.1%	51.6%	51.1%	101	60.1%	51.6%	51.2%
Economically Disadvantaged	160	95.2%	94.6%	60.7%	160	95.2%	94.6%	60.6%
Non-Educationally Disadvantaged	8	4.8%	5.4%	39.3%	8	4.8%	5.4%	39.4%
Section 504 Students	11	6.5%	3.6%	7.4%	11	6.5%	3.6%	7.4%
EB Students/EL	101	60.1%	56.1%	21.7%	101	60.1%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	1	0.6%	0.1%	0.6%				
Students w/ Dyslexia	0	0.0%	0.7%	5.0%	0	0.0%	0.7%	5.0%
Foster Care	2	1.2%	0.1%	0.3%	2	1.2%	0.1%	0.3%
Homeless	13	7.7%	7.4%	1.1%	13	7.7%	7.4%	1.1%
Immigrant	1	0.6%	1.5%	2.0%	1	0.6%	1.5%	2.0%
Migrant	15	8.9%	3.7%	0.3%	15	8.9%	3.7%	0.3%
Title I	168	100.0%	100.0%	64.3%	168	100.0%	100.0%	64.3%
Military Connected	1	0.6%	0.1%	3.3%	1	0.6%	0.1%	3.3%
At-Risk	165	98.2%	82.5%	53.5%	165	98.2%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	101	60.1%	57.0%	21.9%	101	60.1%	57.0%	21.8%
Gifted and Talented Education	6	3.6%	8.5%	8.0%	6	3.6%	8.5%	8.0%
Special Education	12	7.1%	10.4%	11.6%	12	7.1%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	12							
By Type of Primary Disability Students with Intellectual Disabilities	**	**	59.7%	43.0%				
Students with Physical Disabilities	0	0.0%	13.3%	20.8%				
Students with Autism	0	0.0%	10.1%	14.7%				
Students with Behavioral Disabilities	*	*	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	81	45.8%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	81	45.8%	12.3%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	7	50.0%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	32	38.6%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	78	45.6%	12.7%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	50	73.5%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	1.3%	1.9%	-	0.0%	5.2%
Grade 1	-	4.7%	2.9%	-	3.8%	4.2%
Grade 2	-	3.0%	1.7%	-	0.0%	2.2%
Grade 3	-	2.0%	1.0%	-	2.0%	1.0%
Grade 4	-	1.7%	0.7%	-	2.7%	0.7%
Grade 5	-	1.1%	0.5%	-	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	40.0%	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	18.4	18.7
Grade 2	-	17.9	18.6
Grade 3	-	18.0	18.7
Grade 4	-	17.4	18.8
Grade 5	-	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	13.6	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	14.5	17.6	17.5
Science	12.7	16.6	18.5
Social Studies	12.0	17.1	19.1

Texas Education Agency

2021-22 Staff Information (TAPR)

3D ACADEMY (108902006) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	19.0	100.0%	100.0%	100.0%
Professional Staff:	18.0	94.9%	55.8%	64.1%
Teachers	13.0	68.5%	42.0%	49.3%
Professional Support	4.0	21.1%	11.0%	10.7%
Campus Administration (School Leadership)	1.0	5.3%	1.9%	2.9%
Educational Aides:	1.0	5.1%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	19.0	100.0%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	13.0	100.0%	96.6%	28.9%
White	0.0	0.0%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	3.9	29.9%	35.4%	24.1%
Females	9.1	70.1%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	10.5	80.9%	80.8%	72.6%
Masters	2.0	15.4%	17.6%	25.2%
Doctorate	0.5	3.7%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	15.4%	6.9%	7.9%
1-5 Years Experience	1.5	11.8%	20.4%	26.7%
6-10 Years Experience	5.5	42.1%	25.8%	20.6%
11-20 Years Experience	2.0	15.4%	34.3%	28.6%
21-30 Years Experience	2.0	15.4%	9.6%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
3D ACADEMY (108902006) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	12.9	n/a	13.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.1	6.3
Average Years Experience of Principals with District	3.0	7.1	5.4
Average Years Experience of Assistant Principals	0.0	6.7	5.5
Average Years Experience of Assistant Principals with District	0.0	5.8	4.8
Average Years Experience of Teachers:	9.4	11.5	11.1
Average Years Experience of Teachers with District:	7.9	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,750	$53,500	$51,054
1-5 Years Experience	$35,945	$53,852	$54,577
6-10 Years Experience	$53,196	$56,098	$57,746
11-20 Years Experience	$59,268	$60,197	$61,377
21-30 Years Experience	$66,263	$64,449	$65,949
Over 30 Years Experience	-	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$54,192	$58,223	$58,887
Professional Support	$67,534	$63,600	$69,505
Campus Administration (School Leadership)	$96,491	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.3%	6.2%
Career and Technical Education	1.0	7.5%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	10.9	83.7%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	1.1	8.8%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

- Indicates there are no students in the group.
* Indicates results are masked due to small numbers to protect student confidentiality.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: DONNA EARLY COLLEGE H S

Campus Number: 108902009

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in Social Studies

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	44%	**76%**	-	76%	-	-	-	-	-	*	-	83%	56%	74%	64%
	2021	67%	43%	**85%**	-	85%	-	-	-	-	-	*	-	89%	71%	83%	74%
At Meets Grade Level or Above	2022	47%	23%	**52%**	-	53%	-	-	-	-	-	*	-	57%	38%	48%	36%
	2021	50%	26%	**56%**	-	56%	-	-	-	-	-	*	-	62%	35%	52%	37%
At Masters Grade Level	2022	11%	2%	**6%**	-	6%	-	-	-	-	-	*	-	2%	19%	4%	0%
	2021	12%	3%	**4%**	-	4%	-	-	-	-	-	*	-	4%	6%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	55%	**89%**	-	89%	-	-	-	-	-	*	-	95%	58%	88%	79%
	2021	71%	54%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
At Meets Grade Level or Above	2022	55%	35%	**74%**	-	74%	-	-	-	-	-	*	-	80%	42%	70%	48%
	2021	57%	38%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
At Masters Grade Level	2022	9%	3%	**11%**	-	11%	-	-	-	-	-	*	-	13%	0%	9%	3%
	2021	11%	3%	**13%**	-	13%	-	-	-	-	-	-	-	7%	*	13%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	60%	**65%**	-	66%	-	-	-	-	-	33%	-	66%	62%	66%	69%
	2021	73%	53%	**58%**	-	58%	-	-	-	-	-	*	-	61%	50%	55%	55%
At Meets Grade Level or Above	2022	43%	18%	**11%**	-	11%	-	-	-	-	-	0%	-	13%	0%	11%	3%
	2021	41%	15%	**6%**	-	6%	-	-	-	-	-	*	-	7%	6%	4%	6%
At Masters Grade Level	2022	27%	8%	**3%**	-	3%	-	-	-	-	-	0%	-	4%	0%	4%	0%
	2021	23%	5%	**3%**	-	3%	-	-	-	-	-	*	-	2%	6%	2%	3%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	73%	**93%**	-	93%	-	-	-	-	-	*	-	94%	90%	92%	89%
	2021	82%	64%	**85%**	-	85%	-	-	-	-	-	*	-	87%	80%	84%	77%
At Meets Grade Level or Above	2022	55%	34%	**59%**	-	59%	-	-	-	-	-	*	-	63%	40%	57%	48%
	2021	55%	30%	**40%**	-	40%	-	-	-	-	-	*	-	45%	20%	39%	29%
At Masters Grade Level	2022	21%	8%	**10%**	-	10%	-	-	-	-	-	*	-	10%	10%	9%	7%
	2021	22%	6%	**3%**	-	3%	-	-	-	-	-	*	-	2%	7%	3%	3%
All Grades All Subjects																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	74%	63%	**81%**	-	81%	-	-	-	-	-	44%	-	85%	65%	80%	75%
	2021	67%	41%	**78%**	-	78%	-	-	-	-	-	33%	-	82%	68%	77%	70%
At Meets Grade Level or Above	2022	48%	31%	**50%**	-	50%	-	-	-	-	-	17%	-	54%	29%	47%	34%
	2021	41%	19%	**40%**	-	40%	-	-	-	-	-	0%	-	45%	24%	38%	26%
At Masters Grade Level	2022	23%	12%	**8%**	-	8%	-	-	-	-	-	0%	-	8%	8%	7%	3%
	2021	18%	6%	**4%**	-	4%	-	-	-	-	-	0%	-	3%	8%	4%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**83%**	-	83%	-	-	-	-	-	38%	-	90%	57%	82%	72%
	2021	68%	43%	**88%**	-	88%	-	-	-	-	-	*	-	91%	74%	86%	76%
At Meets Grade Level or Above	2022	53%	32%	**64%**	-	64%	-	-	-	-	-	25%	-	70%	39%	60%	42%
	2021	45%	22%	**64%**	-	64%	-	-	-	-	-	*	-	70%	42%	61%	42%
At Masters Grade Level	2022	25%	11%	**9%**	-	9%	-	-	-	-	-	0%	-	8%	11%	7%	2%
	2021	18%	5%	**6%**	-	6%	-	-	-	-	-	*	-	4%	11%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**65%**	-	66%	-	-	-	-	-	33%	-	66%	62%	66%	69%
	2021	66%	35%	**58%**	-	58%	-	-	-	-	-	*	-	61%	50%	55%	55%
At Meets Grade Level or Above	2022	42%	26%	**11%**	-	11%	-	-	-	-	-	0%	-	13%	0%	11%	3%
	2021	37%	11%	**6%**	-	6%	-	-	-	-	-	*	-	7%	6%	4%	6%
At Masters Grade Level	2022	20%	9%	**3%**	-	3%	-	-	-	-	-	0%	-	4%	0%	4%	0%
	2021	18%	4%	**3%**	-	3%	-	-	-	-	-	*	-	2%	6%	2%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**93%**	-	93%	-	-	-	-	-	*	-	94%	90%	92%	89%
	2021	71%	46%	**85%**	-	85%	-	-	-	-	-	*	-	87%	80%	84%	77%
At Meets Grade Level or Above	2022	47%	30%	**59%**	-	59%	-	-	-	-	-	*	-	63%	40%	57%	48%
	2021	44%	18%	**40%**	-	40%	-	-	-	-	-	*	-	45%	20%	39%	29%
At Masters Grade Level	2022	21%	10%	**10%**	-	10%	-	-	-	-	-	*	-	10%	10%	9%	7%
	2021	20%	5%	**3%**	-	3%	-	-	-	-	-	*	-	2%	7%	3%	3%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2022	71	74	**78**	-	78	-	-	-	-	-	*	-	82	55	77	76
	2019	69	67	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
End of Course Algebra I	2022	67	42	**39**	-	39	-	-	-	-	-	-	-	36	*	38	25
	2019	75	62	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2022	74	79	**72**	-	72	-	-	-	-	-	*	-	75	54	70	67
	2019	69	64	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2022	78	80	**78**	-	78	-	-	-	-	-	*	-	82	55	77	76
	2019	68	64	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2022	69	78	**39**	-	39	-	-	-	-	-	-	-	36	*	38	25
	2019	70	65	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DONNA EARLY COLLEGE H S (108902009) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**81%**	-	-	-	-	-	-	82%	-	80%	84%	-	86%	75%	*
	2021	67%	41%	**78%**	-	-	-	-	-	-	68%	-	53%	68%	-	84%	68%	100%
At Meets Grade Level or Above	2022	48%	31%	**50%**	-	-	-	-	-	-	38%	-	42%	33%	-	63%	34%	*
	2021	41%	19%	**40%**	-	-	-	-	-	-	22%	-	25%	22%	-	53%	22%	63%
At Masters Grade Level	2022	23%	12%	**8%**	-	-	-	-	-	-	3%	-	4%	2%	-	12%	3%	*
	2021	18%	6%	**4%**	-	-	-	-	-	-	2%	-	6%	2%	-	7%	2%	0%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**83%**	-	-	-	-	-	-	76%	-	75%	76%	-	91%	72%	*
	2021	68%	43%	**88%**	-	-	-	-	-	-	74%	-	58%	74%	-	95%	74%	100%
At Meets Grade Level or Above	2022	53%	32%	**64%**	-	-	-	-	-	-	47%	-	50%	45%	-	80%	42%	*
	2021	45%	22%	**64%**	-	-	-	-	-	-	37%	-	42%	37%	-	80%	37%	83%
At Masters Grade Level	2022	25%	11%	**9%**	-	-	-	-	-	-	2%	-	0%	3%	-	14%	2%	*
	2021	18%	5%	**6%**	-	-	-	-	-	-	0%	-	0%	0%	-	12%	0%	0%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**65%**	-	-	-	-	-	-	79%	-	69%	100%	-	62%	69%	*
	2021	66%	35%	**58%**	-	-	-	-	-	-	52%	-	33%	52%	-	56%	52%	100%
At Meets Grade Level or Above	2022	42%	26%	**11%**	-	-	-	-	-	-	4%	-	6%	0%	-	18%	3%	*
	2021	37%	11%	**6%**	-	-	-	-	-	-	3%	-	8%	3%	-	8%	3%	17%
At Masters Grade Level	2022	20%	9%	**3%**	-	-	-	-	-	-	0%	-	0%	0%	-	6%	0%	*
	2021	18%	4%	**3%**	-	-	-	-	-	-	3%	-	8%	3%	-	4%	3%	0%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**93%**	-	-	-	-	-	-	96%	-	95%	100%	-	97%	89%	*
	2021	71%	46%	**85%**	-	-	-	-	-	-	76%	-	67%	76%	-	93%	76%	100%
At Meets Grade Level or Above	2022	47%	30%	**59%**	-	-	-	-	-	-	52%	-	63%	17%	-	71%	48%	*
	2021	44%	18%	**40%**	-	-	-	-	-	-	24%	-	25%	24%	-	52%	24%	67%
At Masters Grade Level	2022	21%	10%	**10%**	-	-	-	-	-	-	8%	-	11%	0%	-	13%	7%	*
	2021	20%	5%	**3%**	-	-	-	-	-	-	3%	-	8%	3%	-	3%	3%	0%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**72%**	-	-	-	-	-	-	70%	-	20%	80%	-	76%	67%	*
	2019	69%	64%	**-**	-	-	-	-	-		-	-	-		-		-	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DONNA EARLY COLLEGE H S (108902009) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**78%**	-	-	-	-	-	-	82%	-	-	82%	-	80%	76%	-
	2019	68%	64%	**-**	-	-	-	-	-		-	-	-		-		-	
All Grades Mathematics	2022	69%	78%	**39%**	-	-	-	-	-	-	25%	-	20%	*	-	50%	25%	*
	2019	70%	65%	**-**	-	-	-	-	-		-	-	-		-		-	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	91%	**94%**	-	94%	-	-	-	-	-	100%	-	95%	93%	93%	94%
Not Included in Accountability: Mobile	5%	5%	**6%**	-	6%	-	-	-	-	-	0%	-	5%	7%	7%	6%
Not Included in Accountability: Other Exclusions	1%	3%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	92%	88%	**95%**	-	95%	-	-	-	-	-	100%	-	95%	93%	94%	95%
Not Included in Accountability: Mobile	5%	5%	**5%**	-	5%	-	-	-	-	-	0%	-	5%	7%	6%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	92%	**94%**	-	94%	-	-	-	-	-	100%	-	95%	93%	93%	94%
Not Included in Accountability: Mobile	5%	6%	**6%**	-	6%	-	-	-	-	-	0%	-	5%	7%	7%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	-	-	-	-	-	*	-	100%	100%	100%	100%
Included in Accountability	93%	92%	**94%**	-	94%	-	-	-	-	-	*	-	94%	91%	93%	93%
Not Included in Accountability: Mobile	4%	5%	**6%**	-	6%	-	-	-	-	-	*	-	6%	9%	7%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	2%	2%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**99%**	-	99%	-	-	-	-	-	100%	-	99%	100%	99%	100%
Included in Accountability	83%	63%	**99%**	-	99%	-	-	-	-	-	100%	-	99%	100%	99%	100%
Not Included in Accountability: Mobile	3%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	5%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	12%	29%	**1%**	-	1%	-	-	-	-	-	0%	-	1%	0%	1%	0%
Absent	2%	1%	**1%**	-	1%	-	-	-	-	-	0%	-	1%	0%	1%	0%
Other	10%	28%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Reading																
Assessment Participant	89%	75%	**99%**	-	99%	-	-	-	-	-	*	-	99%	100%	99%	100%
Included in Accountability	83%	61%	**99%**	-	99%	-	-	-	-	-	*	-	99%	100%	99%	100%
Not Included in Accountability: Mobile	3%	2%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	3%	11%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	11%	25%	**1%**	-	1%	-	-	-	-	-	*	-	1%	0%	1%	0%
Absent	2%	3%	**1%**	-	1%	-	-	-	-	-	*	-	1%	0%	1%	0%
Other	10%	23%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	88%	67%	**98%**	-	98%	-	-	-	-	-	*	-	98%	100%	98%	100%
Included in Accountability	84%	64%	**98%**	-	98%	-	-	-	-	-	*	-	98%	100%	98%	100%
Not Included in Accountability: Mobile	4%	3%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	12%	33%	**2%**	-	2%	-	-	-	-	-	*	-	2%	0%	2%	0%
Absent	2%	0%	**2%**	-	2%	-	-	-	-	-	*	-	2%	0%	2%	0%
Other	10%	32%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Science																
Assessment Participant	87%	68%	**100%**	-	100%	-	-	-	-	-	*	-	100%	100%	100%	100%
Included in Accountability	84%	65%	**100%**	-	100%	-	-	-	-	-	*	-	100%	100%	100%	100%
Not Included in Accountability: Mobile	3%	2%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Not Tested	13%	32%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Other	10%	32%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**97.5%**	-	97.5%	-	-	-	-	-	*	97.7%	96.4%
2019-20	98.3%	96.9%	-	-	-	-	-	-	-	-	-	-	-
Chronic Absenteeism													
2020-21	15.0%	21.0%	**5.3%**	-	5.3%	-	-	-	-	-	*	4.8%	7.9%
2019-20	6.7%	11.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2019-20	1.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2021-22 Graduation Profile (TAPR)

DONNA EARLY COLLEGE H S (108902009) - DONNA ISD - HIDALGO COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

Texas Education Agency

2021-22 Other Postsecondary Indicators (TAPR)

DONNA EARLY COLLEGE H S (108902009) - DONNA ISD - HIDALGO COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	39.8%	**98.9%**	-	98.9%	-	-	-	-	-	*	98.8%	97.1%
	2019-20	46.3%	44.1%	**-**	-	-	-	-	-	-	-	-	-	-
English Language Arts	2020-21	16.3%	9.0%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
	2019-20	18.2%	12.4%	**-**	-	-	-	-	-	-	-	-	-	-
Mathematics	2020-21	19.3%	29.8%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
	2019-20	20.7%	29.8%	**-**	-	-	-	-	-	-	-	-	-	-
Science	2020-21	20.6%	28.5%	**22.5%**	-	22.5%	-	-	-	-	-	*	21.3%	5.7%
	2019-20	22.4%	28.9%	**-**	-	-	-	-	-	-	-	-	-	-
Social Studies	2020-21	22.8%	14.8%	**94.4%**	-	94.4%	-	-	-	-	-	*	93.8%	91.4%
	2019-20	24.6%	16.5%	**-**	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	58.5%	64.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	34.9%	**-**	-	-	-	-	-	-	-	-	-	-
	2018-19	52.6%	38.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	140	100.0%	13,060	5,402,928	140	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	4.1%	0	0.0%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	3.3%	3.5%	0	0.0%	3.3%	3.5%
Kindergarten	0	0.0%	5.8%	6.8%	0	0.0%	5.8%	6.8%
Grade 1	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	64	45.7%	10.6%	8.8%	64	45.7%	10.6%	8.8%
Grade 10	76	54.3%	8.1%	7.6%	76	54.3%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	140	100.0%	99.7%	52.8%	140	100.0%	99.7%	52.7%
White	0	0.0%	0.2%	26.3%	0	0.0%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	91	65.0%	48.4%	48.9%	91	65.0%	48.4%	48.8%
Male	49	35.0%	51.6%	51.1%	49	35.0%	51.6%	51.2%
Economically Disadvantaged	122	87.1%	94.6%	60.7%	122	87.1%	94.6%	60.6%
Non-Educationally Disadvantaged	18	12.9%	5.4%	39.3%	18	12.9%	5.4%	39.4%
Section 504 Students	3	2.1%	3.6%	7.4%	3	2.1%	3.6%	7.4%
EB Students/EL	50	35.7%	56.1%	21.7%	50	35.7%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	0	0.0%	0.7%	5.0%	0	0.0%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	2	1.4%	7.4%	1.1%	2	1.4%	7.4%	1.1%
Immigrant	1	0.7%	1.5%	2.0%	1	0.7%	1.5%	2.0%
Migrant	4	2.9%	3.7%	0.3%	4	2.9%	3.7%	0.3%
Title I	140	100.0%	100.0%	64.3%	140	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	83	59.3%	82.5%	53.5%	83	59.3%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	50	35.7%	57.0%	21.9%	50	35.7%	57.0%	21.8%
Career and Technical Education	140	100.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	140	100.0%	83.8%	71.0%				
Gifted and Talented Education	43	30.7%	8.5%	8.0%	43	30.7%	8.5%	8.0%
Special Education	6	4.3%	10.4%	11.6%	6	4.3%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	6							
By Type of Primary Disability Students with Intellectual Disabilities	6	100.0%	59.7%	43.0%				
Students with Physical Disabilities	0	0.0%	13.3%	20.8%				
Students with Autism	0	0.0%	10.1%	14.7%				
Students with Behavioral Disabilities	0	0.0%	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	6	6.3%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	6	6.3%	12.3%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	3	7.9%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	5	5.9%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	18	19.4%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.3%	1.9%	-	0.0%	5.2%
Grade 1	-	4.7%	2.9%	-	3.8%	4.2%
Grade 2	-	3.0%	1.7%	-	0.0%	2.2%
Grade 3	-	2.0%	1.0%	-	2.0%	1.0%
Grade 4	-	1.7%	0.7%	-	2.7%	0.7%
Grade 5	-	1.1%	0.5%	-	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	0.0%	24.2%	10.5%	0.0%	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	18.4	18.7
Grade 2	-	17.9	18.6
Grade 3	-	18.0	18.7
Grade 4	-	17.4	18.8
Grade 5	-	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	11.8	16.8	16.3
Foreign Languages	14.3	19.7	18.4
Mathematics	11.8	17.6	17.5

Class Size Information	Campus	District	State
Science	11.7	16.6	18.5
Social Studies	13.1	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	16.6	100.0%	100.0%	100.0%
Professional Staff:	16.6	100.0%	55.8%	64.1%
Teachers	14.6	88.0%	42.0%	49.3%
Professional Support	1.0	6.0%	11.0%	10.7%
Campus Administration (School Leadership)	1.0	6.0%	1.9%	2.9%
Educational Aides:	0.0	0.0%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	15.6	94.0%	98.1%	52.1%
Teachers by Ethnicity:				
African American	1.0	6.9%	0.3%	11.2%
Hispanic	12.6	86.3%	96.6%	28.9%
White	1.0	6.9%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	4.0	27.4%	35.4%	24.1%
Females	10.6	72.6%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	11.8	81.0%	80.8%	72.6%
Masters	2.8	19.0%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.6	38.4%	6.9%	7.9%
1-5 Years Experience	5.0	34.2%	20.4%	26.7%
6-10 Years Experience	3.0	20.5%	25.8%	20.6%
11-20 Years Experience	1.0	6.9%	34.3%	28.6%
21-30 Years Experience	0.0	0.0%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	9.6	n/a	13.4	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.1	6.3
Average Years Experience of Principals with District	2.0	7.1	5.4
Average Years Experience of Assistant Principals	0.0	6.7	5.5
Average Years Experience of Assistant Principals with District	0.0	5.8	4.8
Average Years Experience of Teachers:	2.9	11.5	11.1
Average Years Experience of Teachers with District:	1.4	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,643	$53,500	$51,054
1-5 Years Experience	$48,227	$53,852	$54,577
6-10 Years Experience	$45,388	$56,098	$57,746
11-20 Years Experience	$58,268	$60,197	$61,377
21-30 Years Experience	-	$64,449	$65,949
Over 30 Years Experience	-	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$50,408	$58,223	$58,887
Professional Support	$61,254	$63,600	$69,505
Campus Administration (School Leadership)	$93,600	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.3%	6.2%
Career and Technical Education	2.5	17.2%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	7.3	49.9%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	0.8	5.3%	8.0%	9.6%
Other	4.0	27.5%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: A P SOLIS MIDDLE

Campus Number: 108902045

2022 Accountability Rating: A

Distinction Designations:

- **Academic Achievement in Social Studies**
- **Top 25 Percent: Comparative Academic Growth**
- **Top 25 Percent: Comparative Closing the Gaps**
- **Postsecondary Readiness**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	53%	**58%**	-	58%	*	-	-	-	-	27%	-	62%	45%	57%	50%
	2021	62%	34%	**39%**	*	39%	*	-	-	-	-	17%	-	40%	35%	37%	35%
At Meets Grade Level or Above	2022	43%	24%	**30%**	-	30%	*	-	-	-	-	14%	-	33%	20%	27%	27%
	2021	32%	12%	**13%**	*	13%	*	-	-	-	-	17%	-	13%	9%	10%	9%
At Masters Grade Level	2022	23%	10%	**15%**	-	14%	*	-	-	-	-	14%	-	17%	8%	12%	11%
	2021	15%	4%	**7%**	*	8%	*	-	-	-	-	17%	-	8%	4%	6%	4%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	64%	**79%**	-	79%	*	-	-	-	-	77%	-	79%	80%	79%	76%
	2021	68%	32%	**35%**	*	34%	*	-	-	-	-	33%	*	37%	21%	33%	30%
At Meets Grade Level or Above	2022	39%	26%	**42%**	-	41%	*	-	-	-	-	27%	-	44%	33%	40%	36%
	2021	36%	5%	**4%**	*	4%	*	-	-	-	-	17%	*	3%	8%	3%	3%
At Masters Grade Level	2022	16%	8%	**13%**	-	13%	*	-	-	-	-	14%	-	14%	10%	10%	10%
	2021	15%	1%	**1%**	*	1%	*	-	-	-	-	0%	*	0%	4%	1%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	67%	**81%**	-	81%	*	*	-	-	-	67%	*	83%	73%	80%	79%
	2021	69%	39%	**41%**	-	42%	*	-	-	-	-	17%	-	36%	62%	38%	36%
At Meets Grade Level or Above	2022	56%	39%	**48%**	-	48%	*	*	-	-	-	24%	*	49%	44%	47%	39%
	2021	45%	20%	**22%**	-	22%	*	-	-	-	-	17%	-	20%	28%	21%	19%
At Masters Grade Level	2022	37%	22%	**28%**	-	29%	*	*	-	-	-	10%	*	29%	25%	28%	22%
	2021	25%	11%	**10%**	-	10%	*	-	-	-	-	13%	-	10%	10%	8%	9%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	**74%**	-	75%	*	*	-	-	-	67%	*	79%	58%	74%	70%
	2021	55%	26%	**28%**	-	29%	*	-	-	-	-	21%	-	28%	32%	27%	28%
At Meets Grade Level or Above	2022	31%	26%	**43%**	-	43%	*	*	-	-	-	29%	*	46%	31%	42%	40%
	2021	27%	7%	**6%**	-	6%	*	-	-	-	-	13%	-	6%	4%	5%	4%
At Masters Grade Level	2022	13%	9%	**18%**	-	19%	*	*	-	-	-	14%	*	19%	15%	16%	14%
	2021	12%	3%	**3%**	-	3%	*	-	-	-	-	13%	-	2%	4%	3%	3%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	83%	71%	**79%**	-	79%	*	-	-	-	-	44%	*	79%	76%	77%	68%
	2021	73%	41%	**44%**	-	44%	-	-	-	-	-	39%	-	43%	48%	42%	36%
At Meets Grade Level or Above	2022	58%	40%	**47%**	-	47%	*	-	-	-	-	23%	*	47%	47%	48%	32%
	2021	46%	17%	**23%**	-	23%	-	-	-	-	-	33%	-	23%	22%	19%	14%
At Masters Grade Level	2022	37%	21%	**26%**	-	26%	*	-	-	-	-	15%	*	28%	18%	26%	14%
	2021	21%	6%	**10%**	-	10%	-	-	-	-	-	17%	-	11%	4%	7%	3%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	**77%**	-	78%	*	-	-	-	-	38%	*	77%	76%	76%	71%
	2021	62%	24%	**20%**	-	20%	-	-	-	-	-	33%	-	19%	20%	19%	15%
At Meets Grade Level or Above	2022	40%	32%	**42%**	-	42%	*	-	-	-	-	15%	*	42%	42%	41%	34%
	2021	36%	8%	**9%**	-	9%	-	-	-	-	-	33%	-	8%	15%	10%	5%
At Masters Grade Level	2022	14%	7%	**11%**	-	10%	*	-	-	-	-	15%	*	10%	15%	10%	7%
	2021	11%	3%	**5%**	-	5%	-	-	-	-	-	28%	-	5%	5%	5%	5%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	69%	**76%**	-	76%	*	-	-	-	-	44%	*	76%	73%	74%	63%
	2021	68%	37%	**37%**	-	37%	-	-	-	-	-	44%	-	36%	41%	35%	29%
At Meets Grade Level or Above	2022	45%	31%	**37%**	-	37%	*	-	-	-	-	21%	*	36%	39%	35%	27%
	2021	43%	11%	**17%**	-	17%	-	-	-	-	-	44%	-	16%	24%	15%	10%
At Masters Grade Level	2022	24%	13%	**18%**	-	17%	*	-	-	-	-	15%	*	17%	21%	17%	10%
	2021	24%	5%	**6%**	-	6%	-	-	-	-	-	31%	-	6%	6%	6%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	64%	**76%**	-	76%	*	-	-	-	-	42%	*	77%	71%	75%	65%
	2021	57%	28%	**30%**	-	30%	-	-	-	-	-	44%	-	30%	28%	28%	22%
At Meets Grade Level or Above	2022	31%	29%	**42%**	-	42%	*	-	-	-	-	29%	*	42%	43%	42%	32%
	2021	28%	12%	**17%**	-	17%	-	-	-	-	-	44%	-	16%	22%	15%	9%
At Masters Grade Level	2022	18%	14%	**22%**	-	23%	*	-	-	-	-	16%	*	23%	20%	21%	14%
	2021	14%	4%	**7%**	-	7%	-	-	-	-	-	13%	-	8%	0%	6%	1%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	44%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
	2021	67%	43%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	*	-

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	47%	23%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
	2021	50%	26%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	*	-
At Masters Grade Level	2022	11%	2%	**42%**	-	42%	-	-	-	-	-	-	-	45%	*	33%	*
	2021	12%	3%	**43%**	-	43%	-	-	-	-	-	-	-	33%	*	*	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	60%	**97%**	-	97%	-	-	-	-	-	-	-	96%	*	96%	100%
	2021	73%	53%	**92%**	-	92%	-	-	-	-	-	-	-	95%	83%	90%	90%
At Meets Grade Level or Above	2022	43%	18%	**97%**	-	97%	-	-	-	-	-	-	-	96%	*	96%	100%
	2021	41%	15%	**50%**	-	50%	-	-	-	-	-	-	-	45%	67%	35%	40%
At Masters Grade Level	2022	27%	8%	**55%**	-	55%	-	-	-	-	-	-	-	59%	*	57%	40%
	2021	23%	5%	**23%**	-	23%	-	-	-	-	-	-	-	15%	50%	10%	20%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	73%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
	2021	82%	64%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	-
At Meets Grade Level or Above	2022	55%	34%	**93%**	-	93%	-	-	-	-	-	-	-	92%	*	92%	*
	2021	55%	30%	**92%**	-	92%	-	-	-	-	-	-	-	89%	*	88%	-
At Masters Grade Level	2022	21%	8%	**87%**	-	87%	-	-	-	-	-	-	-	85%	*	83%	*
	2021	22%	6%	**33%**	-	33%	-	-	-	-	-	-	-	44%	*	25%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**76%**	-	76%	56%	*	-	-	-	48%	100%	78%	69%	75%	68%
	2021	67%	41%	**38%**	*	38%	0%	-	-	-	-	29%	*	37%	40%	35%	31%
At Meets Grade Level or Above	2022	48%	31%	**43%**	-	43%	44%	*	-	-	-	22%	17%	44%	38%	42%	34%
	2021	41%	19%	**15%**	*	15%	0%	-	-	-	-	25%	*	14%	18%	13%	9%
At Masters Grade Level	2022	23%	12%	**21%**	-	21%	28%	*	-	-	-	15%	0%	21%	17%	19%	13%
	2021	18%	6%	**6%**	*	6%	0%	-	-	-	-	16%	*	6%	7%	5%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**74%**	-	74%	67%	*	-	-	-	45%	*	76%	65%	73%	67%
	2021	68%	43%	**43%**	*	43%	*	-	-	-	-	25%	-	41%	50%	40%	36%
At Meets Grade Level or Above	2022	53%	32%	**44%**	-	44%	50%	*	-	-	-	21%	*	45%	37%	42%	33%
	2021	45%	22%	**20%**	*	20%	*	-	-	-	-	23%	-	20%	21%	18%	14%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	25%	11%	**24%**	-	24%	33%	*	-	-	-	13%	*	26%	17%	23%	16%
	2021	18%	5%	**10%**	*	10%	*	-	-	-	-	15%	-	10%	8%	8%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**78%**	-	78%	50%	*	-	-	-	56%	*	79%	71%	77%	72%
	2021	66%	35%	**32%**	*	32%	*	-	-	-	-	27%	*	33%	29%	30%	28%
At Meets Grade Level or Above	2022	42%	26%	**44%**	-	44%	50%	*	-	-	-	22%	*	46%	36%	43%	38%
	2021	37%	11%	**9%**	*	9%	*	-	-	-	-	21%	*	8%	13%	7%	5%
At Masters Grade Level	2022	20%	9%	**16%**	-	16%	33%	*	-	-	-	15%	*	17%	13%	14%	11%
	2021	18%	4%	**4%**	*	4%	*	-	-	-	-	17%	*	3%	8%	3%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**77%**	-	78%	*	-	-	-	-	44%	*	78%	74%	75%	64%
	2021	71%	46%	**43%**	-	43%	-	-	-	-	-	44%	-	42%	50%	40%	29%
At Meets Grade Level or Above	2022	47%	30%	**40%**	-	40%	*	-	-	-	-	21%	*	39%	43%	38%	29%
	2021	44%	18%	**25%**	-	25%	-	-	-	-	-	44%	-	23%	35%	21%	10%
At Masters Grade Level	2022	21%	10%	**22%**	-	22%	*	-	-	-	-	15%	*	21%	26%	20%	12%
	2021	20%	5%	**9%**	-	9%	-	-	-	-	-	31%	-	9%	5%	8%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	78%	**76%**	-	76%	*	-	-	-	-	42%	*	77%	71%	75%	65%
	2021	73%	62%	**30%**	-	30%	-	-	-	-	-	44%	-	30%	28%	28%	22%
At Meets Grade Level or Above	2022	50%	45%	**42%**	-	42%	*	-	-	-	-	29%	*	42%	43%	42%	32%
	2021	49%	37%	**17%**	-	17%	-	-	-	-	-	44%	-	16%	22%	15%	9%
At Masters Grade Level	2022	30%	23%	**22%**	-	23%	*	-	-	-	-	16%	*	23%	20%	21%	14%
	2021	29%	17%	**7%**	-	7%	-	-	-	-	-	13%	-	8%	0%	6%	1%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2022	31%	16%	**23%**	-	23%	*	-	-	-	-	14%	-	26%	13%	20%	19%
	2021	24%	3%	**3%**	*	3%	*	-	-	-	-	17%	-	3%	5%	3%	2%
Reading and Mathematics Including EOC	2022	31%	16%	**23%**	-	23%	*	-	-	-	-	14%	-	26%	13%	20%	19%
	2021	24%	3%	**3%**	*	3%	*	-	-	-	-	17%	-	3%	5%	3%	2%
Reading Including EOC	2022	43%	24%	**30%**	-	30%	*	-	-	-	-	14%	-	33%	20%	27%	27%
	2021	32%	12%	**13%**	*	13%	*	-	-	-	-	17%	-	13%	9%	10%	9%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	40%	27%	**42%**	-	41%	*	-	-	-	-	27%	-	44%	33%	40%	36%
	2021	36%	5%	**4%**	*	4%	*	-	-	-	-	17%	*	3%	8%	3%	3%
7th Graders																	
Reading and Mathematics	2022	32%	22%	**32%**	-	32%	*	*	-	-	-	14%	*	36%	17%	31%	26%
	2021	26%	6%	**4%**	-	4%	*	-	-	-	-	13%	-	4%	4%	3%	3%
Reading and Mathematics Including EOC	2022	33%	22%	**32%**	-	32%	*	*	-	-	-	14%	*	36%	17%	31%	26%
	2021	27%	7%	**4%**	-	4%	*	-	-	-	-	13%	-	4%	4%	3%	3%
Reading Including EOC	2022	56%	39%	**48%**	-	48%	*	*	-	-	-	24%	*	49%	44%	47%	39%
	2021	45%	20%	**21%**	-	21%	*	-	-	-	-	17%	-	20%	24%	20%	18%
Math Including EOC	2022	37%	28%	**43%**	-	43%	*	*	-	-	-	29%	*	46%	31%	42%	40%
	2021	32%	7%	**6%**	-	6%	*	-	-	-	-	13%	-	6%	4%	5%	4%
8th Graders																	
Reading and Mathematics	2022	27%	19%	**28%**	-	28%	*	-	-	-	-	15%	*	28%	30%	29%	19%
	2021	21%	6%	**9%**	-	9%	-	-	-	-	-	29%	-	9%	11%	10%	5%
Reading and Mathematics Including EOC	2022	41%	25%	**35%**	-	35%	*	-	-	-	-	15%	*	36%	34%	35%	22%
	2021	33%	13%	**15%**	-	15%	-	-	-	-	-	29%	-	14%	18%	10%	5%
Reading Including EOC	2022	58%	43%	**50%**	-	50%	*	-	-	-	-	23%	*	50%	49%	50%	32%
	2021	47%	27%	**27%**	-	27%	-	-	-	-	-	33%	-	28%	25%	22%	14%
Math Including EOC	2022	48%	34%	**48%**	-	48%	*	-	-	-	-	15%	*	49%	46%	46%	36%
	2021	43%	16%	**18%**	-	18%	-	-	-	-	-	33%	-	15%	27%	14%	9%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**28%**	-	28%	33%	*	-	-	-	15%	*	30%	19%	27%	22%
	2021	26%	7%	**5%**	*	5%	*	-	-	-	-	19%	-	5%	6%	4%	3%
Reading and Mathematics Including EOC	2022	36%	21%	**31%**	-	31%	33%	*	-	-	-	15%	*	33%	20%	29%	23%
	2021	28%	8%	**7%**	*	7%	*	-	-	-	-	19%	-	6%	9%	5%	3%
Reading Including EOC	2022	53%	35%	**44%**	-	44%	50%	*	-	-	-	21%	*	45%	37%	42%	33%
	2021	41%	18%	**20%**	*	20%	*	-	-	-	-	23%	-	20%	20%	17%	14%
Math Including EOC	2022	43%	30%	**44%**	-	44%	50%	*	-	-	-	22%	*	46%	36%	43%	38%
	2021	37%	11%	**9%**	*	9%	*	-	-	-	-	21%	*	8%	13%	7%	5%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
A P SOLIS MIDDLE (108902045) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2022	61	68	**68**	-	68	-	-	-	-	-	75	-	67	73	67	70
	2019	42	34	**49**	-	49	-	-	*	-	-	55	*	48	49	47	46
Grade 6 Mathematics	2022	61	79	**91**	-	91	-	-	-	-	-	93	-	90	93	91	91
	2019	54	42	**64**	-	64	-	-	*	-	-	69	*	65	61	63	59
Grade 7 ELA/Reading	2022	88	89	**95**	-	95	*	-	-	-	-	70	-	96	92	96	96
	2019	77	72	**71**	-	70	*	-	-	-	-	58	*	69	78	69	70
Grade 7 Mathematics	2022	60	75	**89**	-	89	*	-	-	-	-	44	-	91	80	88	87
	2019	62	58	**70**	-	70	*	-	-	-	-	67	*	70	70	67	68
Grade 8 ELA/Reading	2022	83	86	**90**	-	90	*	-	-	-	-	68	-	91	90	90	92
	2019	77	75	**76**	-	76	-	-	-	-	-	64	*	75	78	76	76
Grade 8 Mathematics	2022	74	88	**90**	-	90	*	-	-	-	-	72	-	89	95	90	89
	2019	82	85	**84**	-	84	-	-	-	-	-	61	*	82	91	84	85
End of Course Algebra I	2022	67	42	**93**	-	93	-	-	-	-	-	-	-	92	*	92	100
	2019	75	62	**97**	-	97	-	-	-	-	-	-	-	96	100	97	100
All Grades Both Subjects	2022	74	79	**88**	-	87	*	-	-	-	-	72	-	88	87	87	88
	2019	69	64	**69**	-	69	*	-	*	-	-	63	80	69	71	68	68
All Grades ELA/Reading	2022	78	80	**85**	-	85	*	-	-	-	-	70	-	85	85	85	87
	2019	68	64	**65**	-	65	*	-	*	-	-	59	100	65	69	64	65
All Grades Mathematics	2022	69	78	**90**	-	90	*	-	-	-	-	73	-	90	90	90	89
	2019	70	65	**73**	-	73	*	-	*	-	-	65	60	73	74	72	71

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\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
A P SOLIS MIDDLE (108902045) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**76%**	50%	-	50%	-	-	-	68%	-	68%	66%	100%	82%	68%	100%
	2021	67%	41%	**38%**	-	-	-	-	-	-	28%	-	28%	-	-	48%	28%	72%
At Meets Grade Level or Above	2022	48%	31%	**43%**	50%	-	50%	-	-	-	33%	-	34%	21%	17%	48%	33%	89%
	2021	41%	19%	**15%**	-	-	-	-	-	-	7%	-	7%	-	-	25%	7%	35%
At Masters Grade Level	2022	23%	12%	**21%**	25%	-	25%	-	-	-	13%	-	13%	8%	17%	24%	13%	57%
	2021	18%	6%	**6%**	-	-	-	-	-	-	4%	-	4%	-	-	11%	4%	10%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**74%**	*	-	*	-	-	-	66%	-	65%	77%	*	81%	66%	100%
	2021	68%	43%	**43%**	-	-	-	-	-	-	32%	-	32%	-	-	55%	32%	77%
At Meets Grade Level or Above	2022	53%	32%	**44%**	*	-	*	-	-	-	33%	-	33%	26%	*	52%	32%	92%
	2021	45%	22%	**20%**	-	-	-	-	-	-	11%	-	11%	-	-	31%	11%	58%
At Masters Grade Level	2022	25%	11%	**24%**	*	-	*	-	-	-	15%	-	15%	16%	*	30%	15%	67%
	2021	18%	5%	**10%**	-	-	-	-	-	-	4%	-	4%	-	-	17%	4%	23%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**78%**	*	-	*	-	-	-	72%	-	73%	55%	*	82%	72%	100%
	2021	66%	35%	**32%**	-	-	-	-	-	-	26%	-	26%	-	-	39%	26%	64%
At Meets Grade Level or Above	2022	42%	26%	**44%**	*	-	*	-	-	-	37%	-	39%	16%	*	48%	37%	90%
	2021	37%	11%	**9%**	-	-	-	-	-	-	4%	-	4%	-	-	15%	4%	21%
At Masters Grade Level	2022	20%	9%	**16%**	*	-	*	-	-	-	10%	-	12%	0%	*	18%	11%	46%
	2021	18%	4%	**4%**	-	-	-	-	-	-	3%	-	3%	-	-	5%	3%	4%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**77%**	*	-	*	-	-	-	63%	-	63%	-	*	86%	64%	100%
	2021	71%	46%	**43%**	-	-	-	-	-	-	27%	-	27%	-	-	64%	27%	80%
At Meets Grade Level or Above	2022	47%	30%	**40%**	*	-	*	-	-	-	28%	-	28%	-	*	43%	28%	86%
	2021	44%	18%	**25%**	-	-	-	-	-	-	9%	-	9%	-	-	48%	9%	40%
At Masters Grade Level	2022	21%	10%	**22%**	*	-	*	-	-	-	11%	-	11%	-	*	25%	11%	59%
	2021	20%	5%	**9%**	-	-	-	-	-	-	5%	-	5%	-	-	16%	5%	0%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	78%	**76%**	*	-	*	-	-	-	64%	-	64%	-	*	84%	64%	100%
	2021	73%	62%	**30%**	-	-	-	-	-	-	22%	-	22%	-	-	43%	22%	40%

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
A P SOLIS MIDDLE (108902045) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	45%	**42%**	*	-	*	-	-	-	31%	-	31%	-	*	45%	30%	86%
	2021	49%	37%	**17%**	-	-	-	-	-	-	8%	-	8%	-	-	32%	8%	20%
At Masters Grade Level	2022	30%	23%	**22%**	*	-	*	-	-	-	13%	-	13%	-	*	26%	13%	55%
	2021	29%	17%	**7%**	-	-	-	-	-	-	2%	-	2%	-	-	16%	2%	0%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**88%**	-	-	-	-	-	-	87%	-	87%	91%	-	85%	88%	100%
	2019	69%	64%	**69%**	*	-	*	-	-		66%	-	66%		75%		66%	
All Grades ELA/Reading	2022	78%	80%	**85%**	-	-	-	-	-	-	86%	-	85%	100%	-	79%	86%	100%
	2019	68%	64%	**65%**	*	-	*	-	-		63%	-	63%		*		63%	
All Grades Mathematics	2022	69%	78%	**90%**	-	-	-	-	-	-	89%	-	89%	83%	-	90%	89%	100%
	2019	70%	65%	**73%**	*	-	*	-	-		69%	-	69%		*		69%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency

2021-22 STAAR Participation (TAPR)

A P SOLIS MIDDLE (108902045) - DONNA ISD - HIDALGO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	**91%**	-	92%	69%	*	-	-	-	93%	100%	96%	73%	94%	90%
Not Included in Accountability: Mobile	5%	5%	**7%**	-	7%	31%	*	-	-	-	3%	0%	3%	22%	4%	8%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	0%	*	-	-	-	3%	0%	1%	4%	1%	2%
Not Tested	1%	1%	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	100%	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	88%	**90%**	-	91%	67%	*	-	-	-	93%	*	96%	71%	93%	88%
Not Included in Accountability: Mobile	5%	5%	**7%**	-	7%	33%	*	-	-	-	5%	*	3%	23%	5%	8%
Not Included in Accountability: Other Exclusions	2%	5%	**2%**	-	2%	0%	*	-	-	-	2%	*	1%	6%	2%	3%
Not Tested	1%	1%	**0%**	-	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	100%	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**91%**	-	92%	67%	*	-	-	-	93%	*	97%	74%	94%	90%
Not Included in Accountability: Mobile	5%	6%	**7%**	-	7%	33%	*	-	-	-	5%	*	3%	23%	5%	9%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	0%	*	-	-	-	2%	*	1%	3%	1%	2%
Not Tested	1%	1%	**0%**	-	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	0%	*	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**99%**	-	99%	*	-	-	-	-	100%	*	99%	100%	99%	100%
Included in Accountability	93%	92%	**91%**	-	92%	*	-	-	-	-	95%	*	94%	78%	95%	92%
Not Included in Accountability: Mobile	4%	5%	**7%**	-	7%	*	-	-	-	-	0%	*	4%	20%	3%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	*	-	-	-	-	5%	*	1%	2%	1%	1%
Not Tested	2%	2%	**1%**	-	1%	*	-	-	-	-	0%	*	1%	0%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**1%**	-	1%	*	-	-	-	-	0%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**100%**	-	100%	*	-	-	-	-	98%	*	100%	100%	100%	99%
Included in Accountability	94%	94%	**92%**	-	92%	*	-	-	-	-	93%	*	94%	78%	95%	91%
Not Included in Accountability: Mobile	4%	4%	**7%**	-	7%	*	-	-	-	-	0%	*	4%	20%	3%	7%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	-	1%	*	-	-	-	-	5%	*	1%	2%	1%	1%
Not Tested	2%	2%	**0%**	-	0%	*	-	-	-	-	2%	*	0%	0%	0%	1%
Absent	1%	2%	**0%**	-	0%	*	-	-	-	-	2%	*	0%	0%	0%	1%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**54%**	*	54%	71%	-	*	-	-	61%	22%	53%	57%	55%	66%
Included in Accountability	83%	63%	**47%**	*	46%	71%	-	*	-	-	49%	11%	47%	44%	48%	54%
Not Included in Accountability: Mobile	3%	2%	**2%**	*	2%	0%	-	*	-	-	5%	0%	1%	7%	2%	2%
Not Included in Accountability: Other Exclusions	1%	5%	**5%**	*	5%	0%	-	*	-	-	7%	11%	5%	6%	6%	9%
Not Tested	12%	29%	**46%**	*	46%	29%	-	*	-	-	39%	78%	47%	43%	45%	34%
Absent	2%	1%	**0%**	*	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	0%
Other	10%	28%	**46%**	*	46%	29%	-	*	-	-	39%	78%	47%	43%	45%	34%
Reading																
Assessment Participant	89%	75%	**64%**	*	64%	*	-	*	-	-	70%	*	63%	69%	66%	83%
Included in Accountability	83%	61%	**48%**	*	48%	*	-	*	-	-	50%	*	48%	47%	49%	56%
Not Included in Accountability: Mobile	3%	2%	**2%**	*	2%	*	-	*	-	-	4%	*	1%	7%	2%	2%
Not Included in Accountability: Other Exclusions	3%	11%	**14%**	*	14%	*	-	*	-	-	16%	*	14%	15%	15%	25%
Not Tested	11%	25%	**36%**	*	36%	*	-	*	-	-	30%	*	37%	31%	34%	17%
Absent	2%	3%	**0%**	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**36%**	*	36%	*	-	*	-	-	30%	*	37%	31%	34%	17%
Mathematics																
Assessment Participant	88%	67%	**54%**	*	54%	*	-	*	-	-	60%	*	53%	61%	55%	65%
Included in Accountability	84%	64%	**51%**	*	51%	*	-	*	-	-	52%	*	51%	50%	52%	61%
Not Included in Accountability: Mobile	4%	3%	**3%**	*	3%	*	-	*	-	-	6%	*	1%	9%	3%	3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	*	1%	*	-	*	-	-	2%	*	0%	2%	1%	1%
Not Tested	12%	33%	**46%**	*	46%	*	-	*	-	-	40%	*	47%	39%	45%	35%
Absent	2%	0%	**0%**	*	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**46%**	*	46%	*	-	*	-	-	40%	*	47%	39%	45%	35%
Science																
Assessment Participant	87%	68%	**43%**	-	43%	-	-	*	-	-	56%	*	44%	40%	43%	45%
Included in Accountability	84%	65%	**42%**	-	42%	-	-	*	-	-	47%	*	43%	35%	42%	43%
Not Included in Accountability: Mobile	3%	2%	**1%**	-	1%	-	-	*	-	-	6%	*	0%	5%	2%	2%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	*	-	-	3%	*	0%	0%	0%	0%
Not Tested	13%	32%	**57%**	-	57%	-	-	*	-	-	44%	*	56%	60%	57%	55%
Absent	2%	1%	**0%**	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**57%**	-	57%	-	-	*	-	-	44%	*	56%	60%	57%	55%
Social Studies																
Assessment Participant	87%	68%	**40%**	-	40%	-	-	*	-	-	56%	*	41%	37%	42%	45%
Included in Accountability	84%	66%	**38%**	-	38%	-	-	*	-	-	47%	*	40%	32%	40%	43%
Not Included in Accountability: Mobile	3%	1%	**1%**	-	1%	-	-	*	-	-	6%	*	0%	5%	2%	2%
Not Included in Accountability: Other Exclusions	0%	1%	**0%**	-	0%	-	-	*	-	-	3%	*	0%	0%	0%	0%
Not Tested	13%	32%	**60%**	-	60%	-	-	*	-	-	44%	*	59%	63%	58%	55%
Absent	3%	1%	**0%**	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	31%	**60%**	-	60%	-	-	*	-	-	44%	*	59%	63%	58%	55%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**90.5%**	*	90.6%	*	-	*	-	-	88.7%	89.8%	89.6%
2019-20	98.3%	96.9%	**97.7%**	*	97.7%	*	-	*	-	-	97.3%	97.6%	97.7%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**30.0%**	*	29.9%	60.0%	-	*	-	-	38.5%	32.0%	33.7%
2019-20	6.7%	11.1%	**8.1%**	*	8.1%	*	-	*	-	-	9.1%	8.6%	6.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**0.2%**	-	0.2%	*	-	*	-	-	0.0%	0.2%	0.0%
2019-20	0.5%	0.2%	**0.3%**	*	0.3%	*	-	*	-	-	1.5%	0.4%	0.3%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2021-22 Graduation Profile (TAPR)

A P SOLIS MIDDLE (108902045) - DONNA ISD - HIDALGO COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	732	100.0%	13,060	5,402,928	732	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	4.1%	0	0.0%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	3.3%	3.5%	0	0.0%	3.3%	3.5%
Kindergarten	0	0.0%	5.8%	6.8%	0	0.0%	5.8%	6.8%
Grade 1	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.2%
Grade 6	200	27.3%	7.0%	7.4%	200	27.3%	7.0%	7.4%
Grade 7	261	35.7%	7.8%	7.7%	261	35.7%	7.8%	7.7%
Grade 8	271	37.0%	7.6%	7.9%	271	37.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	726	99.2%	99.7%	52.8%	726	99.2%	99.7%	52.7%
White	6	0.8%	0.2%	26.3%	6	0.8%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	339	46.3%	48.4%	48.9%	339	46.3%	48.4%	48.8%
Male	393	53.7%	51.6%	51.1%	393	53.7%	51.6%	51.2%
Economically Disadvantaged	677	92.5%	94.6%	60.7%	677	92.5%	94.6%	60.6%
Non-Educationally Disadvantaged	55	7.5%	5.4%	39.3%	55	7.5%	5.4%	39.4%
Section 504 Students	48	6.6%	3.6%	7.4%	48	6.6%	3.6%	7.4%
EB Students/EL	377	51.5%	56.1%	21.7%	377	51.5%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	9	1.2%	0.7%	5.0%	9	1.2%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	51	7.0%	7.4%	1.1%	51	7.0%	7.4%	1.1%
Immigrant	7	1.0%	1.5%	2.0%	7	1.0%	1.5%	2.0%
Migrant	24	3.3%	3.7%	0.3%	24	3.3%	3.7%	0.3%
Title I	732	100.0%	100.0%	64.3%	732	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	579	79.1%	82.5%	53.5%	579	79.1%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	374	51.1%	57.0%	21.9%	374	51.1%	57.0%	21.8%
Career and Technical Education	107	14.6%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	60	8.2%	8.5%	8.0%	60	8.2%	8.5%	8.0%
Special Education	87	11.9%	10.4%	11.6%	87	11.9%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	87							
By Type of Primary Disability Students with Intellectual Disabilities	58	66.7%	59.7%	43.0%				
Students with Physical Disabilities	*	*	13.3%	20.8%				
Students with Autism	**	**	10.1%	14.7%				
Students with Behavioral Disabilities	15	17.2%	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	86	9.5%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	84	9.3%	12.3%	6.6%				
White	2	0.2%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	17	15.5%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	52	11.0%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	83	10.1%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	102	17.8%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.3%	1.9%	-	0.0%	5.2%
Grade 1	-	4.7%	2.9%	-	3.8%	4.2%
Grade 2	-	3.0%	1.7%	-	0.0%	2.2%
Grade 3	-	2.0%	1.0%	-	2.0%	1.0%
Grade 4	-	1.7%	0.7%	-	2.7%	0.7%
Grade 5	-	1.1%	0.5%	-	0.8%	0.7%
Grade 6	0.4%	1.1%	0.6%	0.0%	0.0%	0.6%
Grade 7	1.2%	2.1%	0.7%	0.0%	0.0%	0.7%
Grade 8	1.2%	2.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	18.4	18.7
Grade 2	-	17.9	18.6
Grade 3	-	18.0	18.7
Grade 4	-	17.4	18.8
Grade 5	-	18.8	20.2
Grade 6	14.1	16.0	19.2
Secondary:			
English/Language Arts	15.0	16.8	16.3
Foreign Languages	14.2	19.7	18.4
Mathematics	16.4	17.6	17.5

Class Size Information	Campus	District	State
Science	14.4	16.6	18.5
Social Studies	12.4	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	92.4	100.0%	100.0%	100.0%
Professional Staff:	82.9	89.7%	55.8%	64.1%
Teachers	70.8	76.6%	42.0%	49.3%
Professional Support	9.1	9.9%	11.0%	10.7%
Campus Administration (School Leadership)	3.0	3.2%	1.9%	2.9%
Educational Aides:	9.5	10.3%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	3.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	90.4	97.8%	98.1%	52.1%
Teachers by Ethnicity:				
African American	1.0	1.4%	0.3%	11.2%
Hispanic	67.8	95.8%	96.6%	28.9%
White	2.0	2.8%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	34.6	48.8%	35.4%	24.1%
Females	36.2	51.2%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	57.7	81.5%	80.8%	72.6%
Masters	13.1	18.5%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.7	5.3%	6.9%	7.9%
1-5 Years Experience	14.9	21.1%	20.4%	26.7%
6-10 Years Experience	29.3	41.4%	25.8%	20.6%
11-20 Years Experience	13.2	18.6%	34.3%	28.6%
21-30 Years Experience	7.6	10.8%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	2.0	2.8%	3.0%	2.9%
Number of Students per Teacher	10.3	n/a	13.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.1	6.3
Average Years Experience of Principals with District	12.0	7.1	5.4
Average Years Experience of Assistant Principals	8.5	6.7	5.5
Average Years Experience of Assistant Principals with District	8.5	5.8	4.8
Average Years Experience of Teachers:	10.3	11.5	11.1
Average Years Experience of Teachers with District:	9.8	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,900	$53,500	$51,054
1-5 Years Experience	$52,563	$53,852	$54,577
6-10 Years Experience	$56,852	$56,098	$57,746
11-20 Years Experience	$61,063	$60,197	$61,377
21-30 Years Experience	$65,787	$64,449	$65,949
Over 30 Years Experience	$74,099	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$57,605	$58,223	$58,887
Professional Support	$66,031	$63,600	$69,505
Campus Administration (School Leadership)	$82,750	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.4%	6.3%	6.2%
Career and Technical Education	1.9	2.7%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	3.7	5.2%	1.4%	1.7%
Regular Education	57.7	81.5%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	4.3	6.0%	8.0%	9.6%
Other	2.3	3.2%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: VETERANS MIDDLE

Campus Number: 108902046

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in Social Studies

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	53%	**45%**	-	45%	-	-	-	-	-	21%	*	45%	46%	44%	41%
	2021	62%	34%	**21%**	-	21%	-	-	-	-	-	0%	*	21%	20%	21%	19%
At Meets Grade Level or Above	2022	43%	24%	**18%**	-	18%	-	-	-	-	-	16%	*	18%	17%	18%	16%
	2021	32%	12%	**6%**	-	6%	-	-	-	-	-	0%	*	7%	0%	5%	4%
At Masters Grade Level	2022	23%	10%	**5%**	-	5%	-	-	-	-	-	5%	*	4%	9%	5%	3%
	2021	15%	4%	**2%**	-	2%	-	-	-	-	-	0%	*	2%	0%	1%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	64%	**48%**	-	48%	-	-	-	-	-	34%	*	47%	54%	47%	47%
	2021	68%	32%	**17%**	-	17%	-	-	-	-	-	8%	*	16%	24%	16%	18%
At Meets Grade Level or Above	2022	39%	26%	**16%**	-	16%	-	-	-	-	-	13%	*	16%	15%	15%	14%
	2021	36%	5%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	1%	1%
At Masters Grade Level	2022	16%	8%	**5%**	-	5%	-	-	-	-	-	5%	*	5%	2%	4%	3%
	2021	15%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	67%	**61%**	-	61%	-	-	-	-	-	25%	*	62%	57%	60%	59%
	2021	69%	39%	**34%**	-	34%	-	-	-	-	-	20%	*	36%	25%	33%	30%
At Meets Grade Level or Above	2022	56%	39%	**34%**	-	34%	-	-	-	-	-	18%	*	35%	27%	33%	30%
	2021	45%	20%	**15%**	-	15%	-	-	-	-	-	10%	*	16%	8%	14%	10%
At Masters Grade Level	2022	37%	22%	**16%**	-	16%	-	-	-	-	-	4%	*	18%	8%	16%	15%
	2021	25%	11%	**9%**	-	9%	-	-	-	-	-	10%	*	9%	8%	9%	5%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	**46%**	-	46%	-	-	-	-	-	7%	*	48%	38%	46%	45%
	2021	55%	26%	**22%**	-	22%	-	-	-	-	-	7%	*	25%	8%	21%	18%
At Meets Grade Level or Above	2022	31%	26%	**16%**	-	16%	-	-	-	-	-	4%	*	17%	14%	16%	15%
	2021	27%	7%	**5%**	-	5%	-	-	-	-	-	7%	*	6%	0%	5%	3%
At Masters Grade Level	2022	13%	9%	**3%**	-	3%	-	-	-	-	-	0%	*	3%	3%	3%	2%
	2021	12%	3%	**1%**	-	1%	-	-	-	-	-	7%	*	1%	0%	1%	1%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	83%	71%	**71%**	-	71%	-	-	-	-	-	29%	*	74%	58%	70%	68%
	2021	73%	41%	**37%**	-	37%	-	-	-	-	-	0%	-	39%	31%	37%	31%
At Meets Grade Level or Above	2022	58%	40%	**38%**	-	38%	-	-	-	-	-	25%	*	41%	22%	37%	37%
	2021	46%	17%	**14%**	-	14%	-	-	-	-	-	0%	-	15%	8%	13%	14%
At Masters Grade Level	2022	37%	21%	**20%**	-	20%	-	-	-	-	-	11%	*	20%	18%	19%	19%
	2021	21%	6%	**1%**	-	1%	-	-	-	-	-	0%	-	1%	0%	1%	0%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	**64%**	-	64%	-	-	-	-	-	39%	*	67%	49%	63%	61%
	2021	62%	24%	**23%**	-	23%	-	-	-	-	-	0%	-	27%	8%	22%	16%
At Meets Grade Level or Above	2022	40%	32%	**29%**	-	29%	-	-	-	-	-	21%	*	31%	21%	28%	27%
	2021	36%	8%	**8%**	-	8%	-	-	-	-	-	0%	-	9%	4%	8%	6%
At Masters Grade Level	2022	14%	7%	**5%**	-	5%	-	-	-	-	-	11%	*	6%	4%	5%	4%
	2021	11%	3%	**1%**	-	1%	-	-	-	-	-	0%	-	1%	0%	1%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	69%	**68%**	-	68%	-	-	-	-	-	36%	*	70%	57%	67%	65%
	2021	68%	37%	**30%**	-	30%	-	-	-	-	-	0%	-	34%	14%	29%	24%
At Meets Grade Level or Above	2022	45%	31%	**30%**	-	30%	-	-	-	-	-	21%	*	31%	26%	29%	28%
	2021	43%	11%	**5%**	-	5%	-	-	-	-	-	0%	-	4%	7%	4%	4%
At Masters Grade Level	2022	24%	13%	**13%**	-	13%	-	-	-	-	-	7%	*	13%	11%	13%	11%
	2021	24%	5%	**2%**	-	2%	-	-	-	-	-	0%	-	2%	0%	2%	2%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	64%	**66%**	-	66%	-	-	-	-	-	36%	*	67%	60%	65%	61%
	2021	57%	28%	**29%**	-	29%	-	-	-	-	-	0%	-	33%	14%	28%	22%
At Meets Grade Level or Above	2022	31%	29%	**29%**	-	29%	-	-	-	-	-	18%	*	30%	26%	29%	26%
	2021	28%	12%	**7%**	-	7%	-	-	-	-	-	0%	-	9%	0%	7%	6%
At Masters Grade Level	2022	18%	14%	**14%**	-	14%	-	-	-	-	-	14%	*	14%	15%	13%	10%
	2021	14%	4%	**3%**	-	3%	-	-	-	-	-	0%	-	4%	0%	3%	3%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	44%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
	2021	67%	43%	**100%**	-	100%	-	-	-	-	-	-	-	100%	-	100%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	47%	23%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
	2021	50%	26%	**100%**	-	100%	-	-	-	-	-	-	-	100%	-	100%	*
At Masters Grade Level	2022	11%	2%	**45%**	-	45%	-	-	-	-	-	-	-	44%	*	50%	*
	2021	12%	3%	**50%**	-	50%	-	-	-	-	-	-	-	50%	-	50%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	60%	**95%**	-	95%	-	-	-	-	-	-	-	95%	-	94%	89%
	2021	73%	53%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
At Meets Grade Level or Above	2022	43%	18%	**84%**	-	84%	-	-	-	-	-	-	-	84%	-	83%	78%
	2021	41%	15%	**71%**	-	71%	-	-	-	-	-	-	-	71%	*	75%	89%
At Masters Grade Level	2022	27%	8%	**63%**	-	63%	-	-	-	-	-	-	-	63%	-	61%	56%
	2021	23%	5%	**29%**	-	29%	-	-	-	-	-	-	-	29%	*	31%	44%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	73%	**100%**	-	100%	-	-	-	-	-	-	-	100%	-	100%	100%
	2021	82%	64%	**94%**	-	94%	-	-	-	-	-	-	-	94%	-	94%	100%
At Meets Grade Level or Above	2022	55%	34%	**100%**	-	100%	-	-	-	-	-	-	-	100%	-	100%	100%
	2021	55%	30%	**56%**	-	56%	-	-	-	-	-	-	-	56%	-	53%	57%
At Masters Grade Level	2022	21%	8%	**57%**	-	57%	-	-	-	-	-	-	-	57%	-	58%	44%
	2021	22%	6%	**11%**	-	11%	-	-	-	-	-	-	-	11%	-	12%	29%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**59%**	-	59%	-	-	-	-	-	28%	80%	60%	53%	58%	56%
	2021	67%	41%	**29%**	-	29%	-	-	-	-	-	6%	40%	32%	19%	29%	24%
At Meets Grade Level or Above	2022	48%	31%	**28%**	-	28%	-	-	-	-	-	17%	40%	29%	21%	27%	25%
	2021	41%	19%	**10%**	-	10%	-	-	-	-	-	3%	0%	11%	4%	9%	7%
At Masters Grade Level	2022	23%	12%	**11%**	-	11%	-	-	-	-	-	7%	10%	11%	9%	11%	9%
	2021	18%	6%	**3%**	-	3%	-	-	-	-	-	3%	0%	3%	1%	3%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**59%**	-	59%	-	-	-	-	-	24%	*	60%	54%	58%	56%
	2021	68%	43%	**32%**	-	32%	-	-	-	-	-	6%	*	33%	26%	32%	27%
At Meets Grade Level or Above	2022	53%	32%	**31%**	-	31%	-	-	-	-	-	19%	*	32%	23%	30%	28%
	2021	45%	22%	**13%**	-	13%	-	-	-	-	-	3%	*	15%	6%	13%	10%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	25%	11%	**14%**	-	14%	-	-	-	-	-	6%	*	14%	12%	14%	12%
	2021	18%	5%	**5%**	-	5%	-	-	-	-	-	3%	*	5%	3%	5%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**54%**	-	54%	-	-	-	-	-	28%	*	55%	48%	52%	51%
	2021	66%	35%	**24%**	-	24%	-	-	-	-	-	5%	*	26%	16%	23%	20%
At Meets Grade Level or Above	2022	42%	26%	**22%**	-	22%	-	-	-	-	-	13%	*	23%	17%	21%	19%
	2021	37%	11%	**7%**	-	7%	-	-	-	-	-	3%	*	8%	4%	7%	6%
At Masters Grade Level	2022	20%	9%	**6%**	-	6%	-	-	-	-	-	5%	*	6%	3%	5%	4%
	2021	18%	4%	**2%**	-	2%	-	-	-	-	-	3%	*	2%	1%	2%	2%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**69%**	-	69%	-	-	-	-	-	36%	*	72%	57%	69%	67%
	2021	71%	46%	**38%**	-	38%	-	-	-	-	-	0%	-	44%	14%	37%	29%
At Meets Grade Level or Above	2022	47%	30%	**34%**	-	34%	-	-	-	-	-	21%	*	35%	26%	32%	31%
	2021	44%	18%	**11%**	-	11%	-	-	-	-	-	0%	-	13%	7%	10%	8%
At Masters Grade Level	2022	21%	10%	**15%**	-	15%	-	-	-	-	-	7%	*	16%	11%	15%	12%
	2021	20%	5%	**3%**	-	3%	-	-	-	-	-	0%	-	4%	0%	3%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	78%	**66%**	-	66%	-	-	-	-	-	36%	*	67%	60%	65%	61%
	2021	73%	62%	**29%**	-	29%	-	-	-	-	-	0%	-	33%	14%	28%	22%
At Meets Grade Level or Above	2022	50%	45%	**29%**	-	29%	-	-	-	-	-	18%	*	30%	26%	29%	26%
	2021	49%	37%	**7%**	-	7%	-	-	-	-	-	0%	-	9%	0%	7%	6%
At Masters Grade Level	2022	30%	23%	**14%**	-	14%	-	-	-	-	-	14%	*	14%	15%	13%	10%
	2021	29%	17%	**3%**	-	3%	-	-	-	-	-	0%	-	4%	0%	3%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2022	31%	16%	**11%**	-	11%	-	-	-	-	-	13%	*	11%	11%	10%	9%
	2021	24%	3%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	1%	0%
Reading and Mathematics Including EOC	2022	31%	16%	**11%**	-	11%	-	-	-	-	-	13%	*	11%	11%	10%	9%
	2021	24%	3%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	1%	0%
Reading Including EOC	2022	43%	24%	**18%**	-	18%	-	-	-	-	-	16%	*	18%	17%	18%	16%
	2021	32%	12%	**6%**	-	6%	-	-	-	-	-	0%	*	7%	0%	5%	4%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	40%	27%	**16%**	-	16%	-	-	-	-	-	13%	*	16%	15%	15%	14%
	2021	36%	5%	**2%**	-	2%	-	-	-	-	-	0%	*	2%	0%	2%	1%
7th Graders																	
Reading and Mathematics	2022	32%	22%	**14%**	-	14%	-	-	-	-	-	4%	*	15%	8%	13%	12%
	2021	26%	6%	**5%**	-	5%	-	-	-	-	-	10%	*	6%	0%	5%	3%
Reading and Mathematics Including EOC	2022	33%	22%	**14%**	-	14%	-	-	-	-	-	4%	*	15%	8%	13%	12%
	2021	27%	7%	**5%**	-	5%	-	-	-	-	-	10%	*	6%	0%	5%	3%
Reading Including EOC	2022	56%	39%	**34%**	-	34%	-	-	-	-	-	18%	*	35%	27%	33%	30%
	2021	45%	20%	**15%**	-	15%	-	-	-	-	-	10%	*	16%	8%	14%	10%
Math Including EOC	2022	37%	28%	**18%**	-	18%	-	-	-	-	-	4%	*	19%	14%	18%	16%
	2021	32%	7%	**5%**	-	5%	-	-	-	-	-	7%	*	7%	0%	6%	3%
8th Graders																	
Reading and Mathematics	2022	27%	19%	**17%**	-	17%	-	-	-	-	-	18%	*	18%	13%	16%	16%
	2021	21%	6%	**3%**	-	3%	-	-	-	-	-	0%	-	3%	4%	3%	4%
Reading and Mathematics Including EOC	2022	41%	25%	**22%**	-	22%	-	-	-	-	-	18%	*	24%	13%	21%	18%
	2021	33%	13%	**8%**	-	8%	-	-	-	-	-	0%	-	9%	4%	8%	10%
Reading Including EOC	2022	58%	43%	**41%**	-	41%	-	-	-	-	-	25%	*	44%	26%	39%	38%
	2021	47%	27%	**19%**	-	19%	-	-	-	-	-	0%	-	23%	8%	19%	18%
Math Including EOC	2022	48%	34%	**31%**	-	31%	-	-	-	-	-	21%	*	33%	21%	30%	28%
	2021	43%	16%	**14%**	-	14%	-	-	-	-	-	0%	-	15%	10%	15%	13%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**14%**	-	14%	-	-	-	-	-	12%	*	14%	11%	13%	12%
	2021	26%	7%	**3%**	-	3%	-	-	-	-	-	3%	*	3%	1%	3%	2%
Reading and Mathematics Including EOC	2022	36%	21%	**15%**	-	15%	-	-	-	-	-	12%	*	16%	11%	15%	13%
	2021	28%	8%	**5%**	-	5%	-	-	-	-	-	3%	*	5%	1%	5%	4%
Reading Including EOC	2022	53%	35%	**31%**	-	31%	-	-	-	-	-	19%	*	32%	23%	30%	28%
	2021	41%	18%	**13%**	-	13%	-	-	-	-	-	3%	*	15%	6%	13%	10%
Math Including EOC	2022	43%	30%	**22%**	-	22%	-	-	-	-	-	13%	*	23%	17%	21%	19%
	2021	37%	11%	**7%**	-	7%	-	-	-	-	-	3%	*	8%	4%	7%	6%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
VETERANS MIDDLE (108902046) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2022	61	68	**61**	-	61	-	-	-	-	-	60	*	62	58	61	56
	2019	42	34	**30**	-	30	-	-	-	-	-	19	*	27	45	28	26
Grade 6 Mathematics	2022	61	79	**63**	-	63	-	-	-	-	-	56	*	64	63	63	64
	2019	54	42	**27**	-	27	-	-	-	-	-	11	*	24	39	26	24
Grade 7 ELA/Reading	2022	88	89	**87**	-	87	-	-	-	-	-	58	*	87	84	86	85
	2019	77	72	**72**	-	72	-	-	-	-	-	70	-	71	76	73	72
Grade 7 Mathematics	2022	60	75	**75**	-	75	-	-	-	-	-	42	*	76	71	75	75
	2019	62	58	**53**	-	53	-	-	-	-	-	45	-	53	53	52	52
Grade 8 ELA/Reading	2022	83	86	**88**	-	88	-	-	-	-	-	60	*	92	71	88	87
	2019	77	75	**81**	-	81	*	-	-	-	-	77	-	83	73	80	80
Grade 8 Mathematics	2022	74	88	**93**	-	93	-	-	-	-	-	79	*	94	90	93	93
	2019	82	85	**87**	-	87	*	-	-	-	-	73	-	88	81	87	87
End of Course Algebra I	2022	67	42	**94**	-	94	-	-	-	-	-	-	-	94	-	94	*
	2019	75	62	**88**	-	88	-	-	-	-	-	-	-	92	*	88	97
All Grades Both Subjects	2022	74	79	**77**	-	77	-	-	-	-	-	59	94	78	71	76	75
	2019	69	64	**59**	-	59	*	-	-	-	-	48	*	59	61	58	57
All Grades ELA/Reading	2022	78	80	**78**	-	78	-	-	-	-	-	60	*	80	68	77	75
	2019	68	64	**62**	-	62	*	-	-	-	-	55	*	61	66	61	60
All Grades Mathematics	2022	69	78	**76**	-	76	-	-	-	-	-	59	*	76	74	75	76
	2019	70	65	**56**	-	56	*	-	-	-	-	41	*	56	56	56	54

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**59%**	-	-	-	-	-	-	57%	-	57%	*	-	64%	55%	92%
	2021	67%	41%	**29%**	-	-	-	-	-	-	21%	-	21%	-	*	45%	21%	69%
At Meets Grade Level or Above	2022	48%	31%	**28%**	-	-	-	-	-	-	24%	-	24%	*	-	31%	23%	68%
	2021	41%	19%	**10%**	-	-	-	-	-	-	5%	-	5%	-	*	18%	5%	37%
At Masters Grade Level	2022	23%	12%	**11%**	-	-	-	-	-	-	8%	-	8%	*	-	14%	8%	37%
	2021	18%	6%	**3%**	-	-	-	-	-	-	1%	-	1%	-	*	5%	1%	17%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**59%**	-	-	-	-	-	-	56%	-	56%	*	-	67%	55%	94%
	2021	68%	43%	**32%**	-	-	-	-	-	-	24%	-	24%	-	*	48%	24%	75%
At Meets Grade Level or Above	2022	53%	32%	**31%**	-	-	-	-	-	-	27%	-	27%	*	-	39%	26%	68%
	2021	45%	22%	**13%**	-	-	-	-	-	-	7%	-	7%	-	*	24%	7%	47%
At Masters Grade Level	2022	25%	11%	**14%**	-	-	-	-	-	-	12%	-	12%	*	-	16%	11%	40%
	2021	18%	5%	**5%**	-	-	-	-	-	-	1%	-	1%	-	*	13%	1%	31%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**54%**	-	-	-	-	-	-	53%	-	54%	*	-	57%	50%	88%
	2021	66%	35%	**24%**	-	-	-	-	-	-	17%	-	17%	-	*	37%	17%	64%
At Meets Grade Level or Above	2022	42%	26%	**22%**	-	-	-	-	-	-	20%	-	20%	*	-	23%	18%	68%
	2021	37%	11%	**7%**	-	-	-	-	-	-	4%	-	4%	-	*	15%	4%	22%
At Masters Grade Level	2022	20%	9%	**6%**	-	-	-	-	-	-	4%	-	4%	*	-	9%	3%	26%
	2021	18%	4%	**2%**	-	-	-	-	-	-	1%	-	1%	-	*	3%	1%	6%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**69%**	-	-	-	-	-	-	65%	-	65%	-	-	68%	65%	95%
	2021	71%	46%	**38%**	-	-	-	-	-	-	26%	-	26%	-	-	64%	26%	73%
At Meets Grade Level or Above	2022	47%	30%	**34%**	-	-	-	-	-	-	28%	-	28%	-	-	28%	28%	73%
	2021	44%	18%	**11%**	-	-	-	-	-	-	5%	-	5%	-	-	28%	5%	27%
At Masters Grade Level	2022	21%	10%	**15%**	-	-	-	-	-	-	9%	-	9%	-	-	18%	9%	46%
	2021	20%	5%	**3%**	-	-	-	-	-	-	1%	-	1%	-	-	0%	1%	20%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	78%	**66%**	-	-	-	-	-	-	59%	-	59%	-	-	73%	59%	92%
	2021	73%	62%	**29%**	-	-	-	-	-	-	19%	-	19%	-	-	48%	19%	64%

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
VETERANS MIDDLE (108902046) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	45%	**29%**	-	-	-	-	-	-	22%	-	22%	-	-	30%	22%	65%
	2021	49%	37%	**7%**	-	-	-	-	-	-	2%	-	2%	-	-	9%	2%	43%
At Masters Grade Level	2022	30%	23%	**14%**	-	-	-	-	-	-	8%	-	8%	-	-	23%	8%	38%
	2021	29%	17%	**3%**	-	-	-	-	-	-	0%	-	0%	-	-	0%	0%	29%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**77%**	-	-	-	-	-	-	76%	-	77%	*	-	80%	75%	97%
	2019	69%	64%	**59%**	-	-	-	-	-		53%	-	53%		*		53%	
All Grades ELA/Reading	2022	78%	80%	**78%**	-	-	-	-	-	-	75%	-	75%	*	-	88%	75%	100%
	2019	68%	64%	**62%**	-	-	-	-	-		57%	-	57%		*		57%	
All Grades Mathematics	2022	69%	78%	**76%**	-	-	-	-	-	-	78%	-	78%	*	-	74%	75%	95%
	2019	70%	65%	**56%**	-	-	-	-	-		49%	-	49%		*		50%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency

2021-22 STAAR Participation (TAPR)

VETERANS MIDDLE (108902046) - DONNA ISD - HIDALGO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	-	*	-	-	-	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	91%	**93%**	-	93%	-	*	-	-	-	95%	100%	98%	73%	97%	92%
Not Included in Accountability: Mobile	5%	5%	**5%**	-	5%	-	*	-	-	-	4%	0%	1%	21%	2%	6%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	-	*	-	-	-	1%	0%	0%	5%	1%	1%
Not Tested	1%	1%	**0%**	-	0%	-	*	-	-	-	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	*	-	-	-	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	-	0%	-	*	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	-	*	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	88%	**93%**	-	93%	-	*	-	-	-	95%	*	98%	73%	96%	93%
Not Included in Accountability: Mobile	5%	5%	**5%**	-	5%	-	*	-	-	-	3%	*	1%	21%	2%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	-	1%	-	*	-	-	-	2%	*	0%	7%	2%	2%
Not Tested	1%	1%	**0%**	-	0%	-	*	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	*	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	*	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	-	*	-	-	-	99%	*	100%	99%	100%	99%
Included in Accountability	93%	92%	**93%**	-	94%	-	*	-	-	-	95%	*	98%	74%	97%	93%
Not Included in Accountability: Mobile	5%	6%	**5%**	-	5%	-	*	-	-	-	4%	*	1%	21%	2%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	-	*	-	-	-	0%	*	0%	4%	1%	1%
Not Tested	1%	1%	**0%**	-	0%	-	*	-	-	-	1%	*	0%	1%	0%	1%
Absent	1%	1%	**0%**	-	0%	-	*	-	-	-	1%	*	0%	1%	0%	1%
Other	0%	1%	**0%**	-	0%	-	*	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	98%	100%	100%
Included in Accountability	93%	92%	**93%**	-	93%	-	-	-	-	-	93%	*	99%	71%	96%	92%
Not Included in Accountability: Mobile	4%	5%	**6%**	-	6%	-	-	-	-	-	7%	*	1%	23%	2%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	5%	1%	1%
Not Tested	2%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	2%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	2%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**99%**	-	99%	-	-	-	-	-	100%	*	100%	98%	99%	99%
Included in Accountability	94%	94%	**93%**	-	93%	-	-	-	-	-	93%	*	99%	71%	96%	91%
Not Included in Accountability: Mobile	4%	4%	**6%**	-	6%	-	-	-	-	-	7%	*	1%	23%	2%	6%
Not Included in Accountability: Other Exclusions	1%	0%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	5%	1%	1%
Not Tested	2%	2%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	2%	1%	1%
Absent	1%	2%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	2%	1%	1%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**53%**	-	53%	-	-	-	-	-	47%	50%	51%	62%	53%	56%
Included in Accountability	83%	63%	**46%**	-	46%	-	-	-	-	-	39%	50%	46%	47%	46%	47%
Not Included in Accountability: Mobile	3%	2%	**3%**	-	3%	-	-	-	-	-	2%	0%	2%	7%	3%	3%
Not Included in Accountability: Other Exclusions	1%	5%	**4%**	-	4%	-	-	-	-	-	6%	0%	3%	8%	4%	5%
Not Tested	12%	29%	**47%**	-	47%	-	-	-	-	-	53%	50%	49%	38%	47%	44%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	28%	**47%**	-	47%	-	-	-	-	-	53%	50%	49%	38%	47%	44%
Reading																
Assessment Participant	89%	75%	**56%**	-	56%	-	-	-	-	-	55%	*	54%	65%	56%	62%
Included in Accountability	83%	61%	**43%**	-	43%	-	-	-	-	-	36%	*	43%	42%	43%	45%
Not Included in Accountability: Mobile	3%	2%	**2%**	-	2%	-	-	-	-	-	3%	*	2%	5%	2%	3%
Not Included in Accountability: Other Exclusions	3%	11%	**11%**	-	11%	-	-	-	-	-	16%	*	9%	18%	11%	14%
Not Tested	11%	25%	**44%**	-	44%	-	-	-	-	-	45%	*	46%	35%	44%	38%
Absent	2%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**44%**	-	44%	-	-	-	-	-	45%	*	46%	35%	44%	38%
Mathematics																
Assessment Participant	88%	67%	**50%**	-	50%	-	-	-	-	-	45%	*	49%	55%	50%	52%
Included in Accountability	84%	64%	**47%**	-	47%	-	-	-	-	-	41%	*	47%	46%	47%	48%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	3%	-	-	-	-	-	3%	*	2%	7%	3%	3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	-	1%	-	-	-	-	-	1%	*	0%	2%	1%	1%
Not Tested	12%	33%	**50%**	-	50%	-	-	-	-	-	55%	*	51%	45%	50%	48%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**50%**	-	50%	-	-	-	-	-	55%	*	51%	45%	50%	48%
Science																
Assessment Participant	87%	68%	**49%**	-	49%	-	-	-	-	-	37%	-	46%	63%	49%	50%
Included in Accountability	84%	65%	**45%**	-	45%	-	-	-	-	-	34%	-	44%	52%	46%	46%
Not Included in Accountability: Mobile	3%	2%	**3%**	-	3%	-	-	-	-	-	0%	-	2%	9%	3%	4%
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	-	1%	-	-	-	-	-	3%	-	0%	2%	1%	0%
Not Tested	13%	32%	**51%**	-	51%	-	-	-	-	-	63%	-	54%	38%	51%	50%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	10%	32%	**51%**	-	51%	-	-	-	-	-	63%	-	54%	38%	51%	50%
Social Studies																
Assessment Participant	87%	68%	**48%**	-	48%	-	-	-	-	-	37%	-	44%	63%	48%	50%
Included in Accountability	84%	66%	**44%**	-	44%	-	-	-	-	-	34%	-	42%	52%	45%	45%
Not Included in Accountability: Mobile	3%	1%	**3%**	-	3%	-	-	-	-	-	0%	-	2%	9%	3%	4%
Not Included in Accountability: Other Exclusions	0%	1%	**1%**	-	1%	-	-	-	-	-	3%	-	0%	2%	1%	0%
Not Tested	13%	32%	**52%**	-	52%	-	-	-	-	-	63%	-	56%	38%	52%	50%
Absent	3%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	10%	31%	**52%**	-	52%	-	-	-	-	-	63%	-	56%	38%	52%	50%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**92.2%**	-	92.2%	-	-	-	-	-	92.2%	92.1%	91.1%
2019-20	98.3%	96.9%	**97.6%**	-	97.6%	-	-	-	-	-	96.0%	97.6%	97.2%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**25.2%**	-	25.2%	-	-	-	-	-	24.3%	25.5%	29.2%
2019-20	6.7%	11.1%	**9.0%**	-	9.0%	-	-	-	-	-	18.8%	8.8%	10.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**1.0%**	-	1.0%	-	-	-	-	-	0.0%	1.0%	1.1%
2019-20	0.5%	0.2%	**0.3%**	-	0.3%	-	-	-	-	-	1.2%	0.3%	0.2%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	875	100.0%	13,060	5,402,928	875	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	4.1%	0	0.0%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	3.3%	3.5%	0	0.0%	3.3%	3.5%
Kindergarten	0	0.0%	5.8%	6.8%	0	0.0%	5.8%	6.8%
Grade 1	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.2%
Grade 6	300	34.3%	7.0%	7.4%	300	34.3%	7.0%	7.4%
Grade 7	284	32.5%	7.8%	7.7%	284	32.5%	7.8%	7.7%
Grade 8	291	33.3%	7.6%	7.9%	291	33.3%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	875	100.0%	99.7%	52.8%	875	100.0%	99.7%	52.7%
White	0	0.0%	0.2%	26.3%	0	0.0%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	415	47.4%	48.4%	48.9%	415	47.4%	48.4%	48.8%
Male	460	52.6%	51.6%	51.1%	460	52.6%	51.6%	51.2%
Economically Disadvantaged	851	97.3%	94.6%	60.7%	851	97.3%	94.6%	60.6%
Non-Educationally Disadvantaged	24	2.7%	5.4%	39.3%	24	2.7%	5.4%	39.4%
Section 504 Students	47	5.4%	3.6%	7.4%	47	5.4%	3.6%	7.4%
EB Students/EL	666	76.1%	56.1%	21.7%	666	76.1%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	6	0.7%	0.7%	5.0%	6	0.7%	0.7%	5.0%
Foster Care	1	0.1%	0.1%	0.3%	1	0.1%	0.1%	0.3%
Homeless	124	14.2%	7.4%	1.1%	124	14.2%	7.4%	1.1%
Immigrant	16	1.8%	1.5%	2.0%	16	1.8%	1.5%	2.0%
Migrant	26	3.0%	3.7%	0.3%	26	3.0%	3.7%	0.3%
Title I	875	100.0%	100.0%	64.3%	875	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	783	89.5%	82.5%	53.5%	783	89.5%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	664	75.9%	57.0%	21.9%	664	75.9%	57.0%	21.8%
Career and Technical Education	99	11.3%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	35	4.0%	8.5%	8.0%	35	4.0%	8.5%	8.0%
Special Education	97	11.1%	10.4%	11.6%	97	11.1%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	97							
By Type of Primary Disability Students with Intellectual Disabilities	72	74.2%	59.7%	43.0%				
Students with Physical Disabilities	**	**	13.3%	20.8%				
Students with Autism	*	*	10.1%	14.7%				
Students with Behavioral Disabilities	16	16.5%	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	80	8.6%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	80	8.6%	12.3%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	11	10.5%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	69	10.1%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	80	8.8%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	63	10.9%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.3%	1.9%	-	0.0%	5.2%
Grade 1	-	4.7%	2.9%	-	3.8%	4.2%
Grade 2	-	3.0%	1.7%	-	0.0%	2.2%
Grade 3	-	2.0%	1.0%	-	2.0%	1.0%
Grade 4	-	1.7%	0.7%	-	2.7%	0.7%
Grade 5	-	1.1%	0.5%	-	0.8%	0.7%
Grade 6	2.7%	1.1%	0.6%	0.0%	0.0%	0.6%
Grade 7	5.1%	2.1%	0.7%	0.0%	0.0%	0.7%
Grade 8	5.6%	2.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	18.4	18.7
Grade 2	-	17.9	18.6
Grade 3	-	18.0	18.7
Grade 4	-	17.4	18.8
Grade 5	-	18.8	20.2
Grade 6	20.3	16.0	19.2
Secondary:			
English/Language Arts	15.2	16.8	16.3
Foreign Languages	21.9	19.7	18.4
Mathematics	15.8	17.6	17.5

Class Size Information	Campus	District	State
Science	16.1	16.6	18.5
Social Studies	15.0	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	84.3	100.0%	100.0%	100.0%
Professional Staff:	75.6	89.8%	55.8%	64.1%
Teachers	64.9	77.1%	42.0%	49.3%
Professional Support	7.8	9.3%	11.0%	10.7%
Campus Administration (School Leadership)	2.9	3.4%	1.9%	2.9%
Educational Aides:	8.6	10.2%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	3.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	82.3	97.6%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	62.9	96.9%	96.6%	28.9%
White	2.0	3.1%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	22.0	33.8%	35.4%	24.1%
Females	42.9	66.2%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	1.0	1.5%	1.1%	1.4%
Bachelors	57.0	87.9%	80.8%	72.6%
Masters	6.9	10.6%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.4	3.7%	6.9%	7.9%
1-5 Years Experience	11.5	17.6%	20.4%	26.7%
6-10 Years Experience	13.5	20.8%	25.8%	20.6%
11-20 Years Experience	29.9	46.0%	34.3%	28.6%
21-30 Years Experience	5.6	8.7%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	2.0	3.1%	3.0%	2.9%
Number of Students per Teacher	13.5	n/a	13.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.1	6.3
Average Years Experience of Principals with District	10.0	7.1	5.4
Average Years Experience of Assistant Principals	3.0	6.7	5.5
Average Years Experience of Assistant Principals with District	3.0	5.8	4.8
Average Years Experience of Teachers:	12.8	11.5	11.1
Average Years Experience of Teachers with District:	11.6	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,808	$53,500	$51,054
1-5 Years Experience	$52,033	$53,852	$54,577
6-10 Years Experience	$57,128	$56,098	$57,746
11-20 Years Experience	$60,767	$60,197	$61,377
21-30 Years Experience	$65,620	$64,449	$65,949
Over 30 Years Experience	$75,110	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$59,107	$58,223	$58,887
Professional Support	$62,822	$63,600	$69,505
Campus Administration (School Leadership)	$70,080	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	2.3%	6.3%	6.2%
Career and Technical Education	1.7	2.6%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	3.3	5.1%	1.4%	1.7%
Regular Education	49.3	76.0%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	7.1	10.9%	8.0%	9.6%
Other	1.9	3.0%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: DORA M SAUCEDA MIDDLE

Campus Number: 108902047

2022 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	53%	**50%**	-	50%	*	-	*	-	-	35%	-	54%	32%	50%	47%
	2021	62%	34%	**36%**	-	36%	-	-	-	-	-	29%	*	39%	26%	35%	31%
At Meets Grade Level or Above	2022	43%	24%	**19%**	-	19%	*	-	*	-	-	18%	-	21%	6%	19%	15%
	2021	32%	12%	**12%**	-	12%	-	-	-	-	-	21%	*	13%	6%	12%	10%
At Masters Grade Level	2022	23%	10%	**8%**	-	7%	*	-	*	-	-	6%	-	8%	6%	8%	7%
	2021	15%	4%	**3%**	-	3%	-	-	-	-	-	7%	*	3%	3%	3%	2%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	64%	**70%**	-	70%	*	-	*	-	-	53%	-	71%	65%	70%	71%
	2021	68%	32%	**33%**	-	33%	-	-	-	-	-	20%	-	37%	23%	33%	33%
At Meets Grade Level or Above	2022	39%	26%	**30%**	-	30%	*	-	*	-	-	18%	-	32%	19%	30%	27%
	2021	36%	5%	**7%**	-	7%	-	-	-	-	-	15%	-	9%	3%	7%	7%
At Masters Grade Level	2022	16%	8%	**6%**	-	5%	*	-	*	-	-	9%	-	5%	6%	6%	4%
	2021	15%	1%	**1%**	-	1%	-	-	-	-	-	10%	-	2%	0%	1%	2%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	67%	**60%**	-	60%	*	-	-	-	-	17%	*	62%	51%	60%	56%
	2021	69%	39%	**46%**	-	46%	-	-	-	-	-	65%	-	47%	41%	46%	44%
At Meets Grade Level or Above	2022	56%	39%	**33%**	-	32%	*	-	-	-	-	9%	*	35%	23%	33%	27%
	2021	45%	20%	**28%**	-	28%	-	-	-	-	-	52%	-	25%	36%	27%	23%
At Masters Grade Level	2022	37%	22%	**18%**	-	18%	*	-	-	-	-	4%	*	20%	13%	18%	14%
	2021	25%	11%	**17%**	-	17%	-	-	-	-	-	43%	-	14%	27%	16%	14%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	**43%**	-	43%	*	-	-	-	-	13%	-	45%	35%	43%	42%
	2021	55%	26%	**24%**	-	24%	-	-	-	-	-	64%	-	26%	18%	25%	23%
At Meets Grade Level or Above	2022	31%	26%	**17%**	-	17%	*	-	-	-	-	13%	-	19%	9%	17%	16%
	2021	27%	7%	**12%**	-	12%	-	-	-	-	-	55%	-	13%	9%	13%	9%
At Masters Grade Level	2022	13%	9%	**6%**	-	6%	*	-	-	-	-	4%	-	6%	2%	6%	5%
	2021	12%	3%	**11%**	-	11%	-	-	-	-	-	50%	-	12%	9%	12%	8%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	83%	71%	**72%**	-	73%	-	-	-	-	-	52%	-	72%	76%	72%	67%
	2021	73%	41%	**50%**	-	50%	-	-	-	-	-	50%	*	53%	40%	50%	45%
At Meets Grade Level or Above	2022	58%	40%	**36%**	-	36%	-	-	-	-	-	17%	-	36%	36%	36%	31%
	2021	46%	17%	**16%**	-	16%	-	-	-	-	-	32%	*	19%	5%	15%	13%
At Masters Grade Level	2022	37%	21%	**17%**	-	17%	-	-	-	-	-	10%	-	17%	15%	16%	12%
	2021	21%	6%	**8%**	-	8%	-	-	-	-	-	23%	*	10%	0%	8%	5%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	**74%**	-	75%	-	-	-	-	-	46%	*	74%	76%	74%	73%
	2021	62%	24%	**35%**	-	35%	-	-	-	-	-	33%	*	39%	17%	34%	32%
At Meets Grade Level or Above	2022	40%	32%	**35%**	-	36%	-	-	-	-	-	21%	*	35%	38%	35%	33%
	2021	36%	8%	**9%**	-	9%	-	-	-	-	-	30%	*	11%	0%	8%	8%
At Masters Grade Level	2022	14%	7%	**7%**	-	7%	-	-	-	-	-	11%	*	7%	5%	7%	4%
	2021	11%	3%	**6%**	-	6%	-	-	-	-	-	26%	*	7%	0%	5%	4%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	69%	**68%**	-	69%	-	-	-	-	-	39%	-	68%	71%	68%	66%
	2021	68%	37%	**44%**	-	44%	-	-	-	-	-	31%	*	45%	36%	42%	34%
At Meets Grade Level or Above	2022	45%	31%	**27%**	-	27%	-	-	-	-	-	14%	-	27%	26%	27%	24%
	2021	43%	11%	**13%**	-	13%	-	-	-	-	-	27%	*	14%	5%	12%	7%
At Masters Grade Level	2022	24%	13%	**10%**	-	10%	-	-	-	-	-	7%	-	8%	18%	10%	6%
	2021	24%	5%	**8%**	-	8%	-	-	-	-	-	23%	*	9%	0%	7%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	64%	**63%**	-	62%	-	-	-	-	-	28%	-	63%	62%	62%	58%
	2021	57%	28%	**31%**	-	31%	-	-	-	-	-	33%	*	35%	8%	30%	25%
At Meets Grade Level or Above	2022	31%	29%	**24%**	-	24%	-	-	-	-	-	21%	-	23%	24%	23%	19%
	2021	28%	12%	**15%**	-	15%	-	-	-	-	-	26%	*	17%	4%	14%	11%
At Masters Grade Level	2022	18%	14%	**9%**	-	9%	-	-	-	-	-	7%	-	9%	9%	9%	5%
	2021	14%	4%	**7%**	-	7%	-	-	-	-	-	22%	*	8%	4%	7%	6%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	44%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
	2021	67%	43%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	47%	23%	**88%**	-	88%	-	-	-	-	-	-	-	88%	*	88%	80%
	2021	50%	26%	**89%**	-	89%	-	-	-	-	-	-	-	88%	*	88%	88%
At Masters Grade Level	2022	11%	2%	**12%**	-	12%	-	-	-	-	-	-	-	13%	*	12%	0%
	2021	12%	3%	**4%**	-	4%	-	-	-	-	-	-	-	4%	*	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	60%	**94%**	-	94%	-	-	-	-	-	*	*	94%	*	94%	100%
	2021	73%	53%	**83%**	-	83%	-	-	-	-	-	*	-	86%	60%	82%	78%
At Meets Grade Level or Above	2022	43%	18%	**83%**	-	83%	-	-	-	-	-	*	*	81%	*	83%	100%
	2021	41%	15%	**45%**	-	45%	-	-	-	-	-	*	-	46%	40%	47%	33%
At Masters Grade Level	2022	27%	8%	**72%**	-	72%	-	-	-	-	-	*	*	75%	*	72%	100%
	2021	23%	5%	**14%**	-	14%	-	-	-	-	-	*	-	16%	0%	16%	7%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	73%	**100%**	-	100%	-	-	-	-	-	*	-	100%	-	100%	*
	2021	82%	64%	**100%**	-	100%	-	-	-	-	-	*	-	100%	*	100%	100%
At Meets Grade Level or Above	2022	55%	34%	**100%**	-	100%	-	-	-	-	-	*	-	100%	-	100%	*
	2021	55%	30%	**83%**	-	83%	-	-	-	-	-	*	-	87%	*	83%	86%
At Masters Grade Level	2022	21%	8%	**55%**	-	55%	-	-	-	-	-	*	-	55%	-	55%	*
	2021	22%	6%	**33%**	-	33%	-	-	-	-	-	*	-	33%	*	33%	29%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**63%**	-	64%	*	-	*	-	-	37%	*	65%	58%	63%	60%
	2021	67%	41%	**40%**	-	40%	-	-	-	-	-	42%	100%	44%	28%	40%	35%
At Meets Grade Level or Above	2022	48%	31%	**29%**	-	29%	*	-	*	-	-	17%	*	31%	24%	29%	25%
	2021	41%	19%	**18%**	-	18%	-	-	-	-	-	35%	20%	19%	11%	17%	13%
At Masters Grade Level	2022	23%	12%	**11%**	-	11%	*	-	*	-	-	8%	*	11%	10%	11%	8%
	2021	18%	6%	**8%**	-	8%	-	-	-	-	-	27%	0%	9%	5%	8%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**62%**	-	61%	*	-	*	-	-	36%	*	63%	54%	61%	57%
	2021	68%	43%	**48%**	-	48%	-	-	-	-	-	51%	*	51%	37%	47%	41%
At Meets Grade Level or Above	2022	53%	32%	**31%**	-	31%	*	-	*	-	-	15%	*	32%	23%	31%	25%
	2021	45%	22%	**24%**	-	24%	-	-	-	-	-	37%	*	25%	18%	23%	17%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	25%	11%	**14%**	-	14%	*	-	*	-	-	7%	*	15%	12%	14%	11%
	2021	18%	5%	**9%**	-	9%	-	-	-	-	-	27%	*	8%	9%	8%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**64%**	-	64%	*	-	*	-	-	41%	*	65%	58%	64%	63%
	2021	66%	35%	**37%**	-	37%	-	-	-	-	-	40%	*	40%	22%	36%	34%
At Meets Grade Level or Above	2022	42%	26%	**29%**	-	29%	*	-	*	-	-	19%	*	31%	23%	29%	27%
	2021	37%	11%	**13%**	-	13%	-	-	-	-	-	34%	*	15%	6%	13%	10%
At Masters Grade Level	2022	20%	9%	**8%**	-	8%	*	-	*	-	-	9%	*	8%	5%	8%	6%
	2021	18%	4%	**6%**	-	6%	-	-	-	-	-	29%	*	7%	2%	6%	4%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**70%**	-	70%	-	-	-	-	-	41%	-	70%	71%	70%	67%
	2021	71%	46%	**50%**	-	50%	-	-	-	-	-	33%	*	52%	44%	49%	39%
At Meets Grade Level or Above	2022	47%	30%	**31%**	-	31%	-	-	-	-	-	17%	-	32%	26%	31%	25%
	2021	44%	18%	**21%**	-	21%	-	-	-	-	-	26%	*	23%	12%	21%	13%
At Masters Grade Level	2022	21%	10%	**13%**	-	13%	-	-	-	-	-	7%	-	11%	18%	12%	6%
	2021	20%	5%	**11%**	-	11%	-	-	-	-	-	22%	*	12%	4%	10%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	78%	**63%**	-	62%	-	-	-	-	-	28%	-	63%	62%	62%	58%
	2021	73%	62%	**31%**	-	31%	-	-	-	-	-	33%	*	35%	8%	30%	25%
At Meets Grade Level or Above	2022	50%	45%	**24%**	-	24%	-	-	-	-	-	21%	-	23%	24%	23%	19%
	2021	49%	37%	**15%**	-	15%	-	-	-	-	-	26%	*	17%	4%	14%	11%
At Masters Grade Level	2022	30%	23%	**9%**	-	9%	-	-	-	-	-	7%	-	9%	9%	9%	5%
	2021	29%	17%	**7%**	-	7%	-	-	-	-	-	22%	*	8%	4%	7%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2022	31%	16%	**15%**	-	14%	*	-	*	-	-	9%	-	16%	6%	15%	11%
	2021	24%	3%	**4%**	-	4%	-	-	-	-	-	21%	-	6%	0%	4%	3%
Reading and Mathematics Including EOC	2022	31%	16%	**15%**	-	14%	*	-	*	-	-	9%	-	16%	6%	15%	11%
	2021	24%	3%	**4%**	-	4%	-	-	-	-	-	21%	-	6%	0%	4%	3%
Reading Including EOC	2022	43%	24%	**19%**	-	19%	*	-	*	-	-	18%	-	21%	6%	19%	15%
	2021	32%	12%	**12%**	-	12%	-	-	-	-	-	21%	*	13%	6%	12%	10%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	40%	27%	**32%**	-	32%	*	-	*	-	-	18%	-	34%	19%	32%	29%
	2021	36%	5%	**7%**	-	7%	-	-	-	-	-	15%	-	8%	3%	7%	7%
7th Graders																	
Reading and Mathematics	2022	32%	22%	**17%**	-	17%	*	-	-	-	-	9%	*	19%	9%	17%	15%
	2021	26%	6%	**14%**	-	14%	-	-	-	-	-	52%	-	14%	11%	14%	10%
Reading and Mathematics Including EOC	2022	33%	22%	**18%**	-	18%	*	-	-	-	-	9%	*	20%	9%	18%	16%
	2021	27%	7%	**16%**	-	16%	-	-	-	-	-	52%	-	16%	14%	16%	12%
Reading Including EOC	2022	56%	39%	**33%**	-	32%	*	-	-	-	-	9%	*	35%	23%	33%	27%
	2021	45%	20%	**28%**	-	28%	-	-	-	-	-	52%	-	25%	36%	27%	23%
Math Including EOC	2022	37%	28%	**21%**	-	21%	*	-	-	-	-	13%	*	23%	13%	21%	20%
	2021	32%	7%	**15%**	-	15%	-	-	-	-	-	57%	-	15%	13%	15%	11%
8th Graders																	
Reading and Mathematics	2022	27%	19%	**18%**	-	18%	-	-	-	-	-	11%	-	17%	21%	18%	15%
	2021	21%	6%	**9%**	-	9%	-	-	-	-	-	33%	*	12%	0%	8%	7%
Reading and Mathematics Including EOC	2022	41%	25%	**23%**	-	24%	-	-	-	-	-	14%	-	23%	24%	23%	17%
	2021	33%	13%	**16%**	-	16%	-	-	-	-	-	32%	*	19%	5%	16%	12%
Reading Including EOC	2022	58%	43%	**40%**	-	41%	-	-	-	-	-	17%	-	41%	38%	40%	32%
	2021	47%	27%	**32%**	-	32%	-	-	-	-	-	32%	*	35%	17%	30%	20%
Math Including EOC	2022	48%	34%	**35%**	-	35%	-	-	-	-	-	24%	-	34%	38%	34%	31%
	2021	43%	16%	**18%**	-	18%	-	-	-	-	-	30%	*	21%	4%	18%	13%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**16%**	-	16%	*	-	*	-	-	9%	*	18%	12%	16%	14%
	2021	26%	7%	**9%**	-	9%	-	-	-	-	-	38%	*	10%	3%	8%	7%
Reading and Mathematics Including EOC	2022	36%	21%	**18%**	-	18%	*	-	*	-	-	10%	*	20%	13%	18%	15%
	2021	28%	8%	**12%**	-	12%	-	-	-	-	-	37%	*	14%	6%	12%	9%
Reading Including EOC	2022	53%	35%	**31%**	-	30%	*	-	*	-	-	15%	*	32%	23%	31%	25%
	2021	41%	18%	**24%**	-	24%	-	-	-	-	-	37%	*	25%	18%	23%	17%
Math Including EOC	2022	43%	30%	**29%**	-	29%	*	-	*	-	-	19%	*	31%	22%	29%	27%
	2021	37%	11%	**13%**	-	13%	-	-	-	-	-	34%	*	15%	6%	13%	10%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
DORA M SAUCEDA MIDDLE (108902047) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2022	61	68	**72**	-	73	*	-	*	-	-	75	-	74	65	72	75
	2019	42	34	**30**	-	30	-	-	-	-	-	38	*	30	31	29	26
Grade 6 Mathematics	2022	61	79	**86**	-	85	*	-	*	-	-	89	-	86	83	86	85
	2019	54	42	**48**	-	48	-	-	-	-	-	58	*	46	54	47	46
Grade 7 ELA/Reading	2022	88	89	**86**	-	86	-	-	-	-	-	80	*	89	74	86	85
	2019	77	72	**74**	-	74	-	-	-	-	-	69	*	73	77	74	74
Grade 7 Mathematics	2022	60	75	**66**	-	66	-	-	-	-	-	43	-	65	73	66	66
	2019	62	58	**44**	-	44	-	-	-	-	-	35	*	43	48	44	45
Grade 8 ELA/Reading	2022	83	86	**77**	-	77	-	-	-	-	-	83	-	80	68	77	76
	2019	77	75	**70**	-	70	*	-	-	-	-	64	*	72	64	70	69
Grade 8 Mathematics	2022	74	88	**95**	-	95	-	-	-	-	-	100	-	96	92	95	96
	2019	82	85	**85**	-	85	*	-	-	-	-	50	*	84	90	85	88
End of Course Algebra I	2022	67	42	**93**	-	93	-	-	-	-	-	*	-	92	*	93	100
	2019	75	62	**93**	-	93	-	-	-	-	-	-	-	93	93	94	91
All Grades Both Subjects	2022	74	79	**80**	-	80	*	-	*	-	-	79	*	81	77	80	80
	2019	69	64	**61**	-	61	*	-	-	-	-	51	42	61	62	61	60
All Grades ELA/Reading	2022	78	80	**79**	-	79	*	-	*	-	-	80	*	81	69	78	79
	2019	68	64	**61**	-	61	*	-	-	-	-	53	*	61	59	60	59
All Grades Mathematics	2022	69	78	**81**	-	81	*	-	*	-	-	79	-	81	83	81	82
	2019	70	65	**61**	-	61	*	-	-	-	-	49	*	60	65	61	61

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

DORA M SAUCEDA MIDDLE (108902047) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**63%**	-	-	-	-	-	-	58%	-	59%	34%	*	67%	59%	87%
	2021	67%	41%	**40%**	-	-	-	-	-	-	28%	-	28%	43%	-	55%	28%	74%
At Meets Grade Level or Above	2022	48%	31%	**29%**	-	-	-	-	-	-	22%	-	22%	11%	*	35%	23%	61%
	2021	41%	19%	**18%**	-	-	-	-	-	-	6%	-	6%	7%	-	31%	6%	48%
At Masters Grade Level	2022	23%	12%	**11%**	-	-	-	-	-	-	6%	-	7%	0%	*	14%	7%	29%
	2021	18%	6%	**8%**	-	-	-	-	-	-	2%	-	2%	0%	-	15%	2%	24%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**62%**	-	-	-	-	-	-	54%	-	55%	36%	*	70%	55%	90%
	2021	68%	43%	**48%**	-	-	-	-	-	-	33%	-	32%	50%	-	65%	33%	91%
At Meets Grade Level or Above	2022	53%	32%	**31%**	-	-	-	-	-	-	21%	-	22%	14%	*	39%	22%	78%
	2021	45%	22%	**24%**	-	-	-	-	-	-	9%	-	9%	0%	-	40%	9%	65%
At Masters Grade Level	2022	25%	11%	**14%**	-	-	-	-	-	-	9%	-	10%	0%	*	16%	10%	41%
	2021	18%	5%	**9%**	-	-	-	-	-	-	2%	-	2%	0%	-	16%	2%	26%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**64%**	-	-	-	-	-	-	61%	-	63%	32%	*	62%	62%	84%
	2021	66%	35%	**37%**	-	-	-	-	-	-	29%	-	29%	38%	-	45%	29%	63%
At Meets Grade Level or Above	2022	42%	26%	**29%**	-	-	-	-	-	-	24%	-	25%	9%	*	31%	25%	59%
	2021	37%	11%	**13%**	-	-	-	-	-	-	6%	-	6%	13%	-	21%	6%	33%
At Masters Grade Level	2022	20%	9%	**8%**	-	-	-	-	-	-	5%	-	5%	0%	*	11%	5%	20%
	2021	18%	4%	**6%**	-	-	-	-	-	-	2%	-	2%	0%	-	11%	2%	20%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**70%**	-	-	-	-	-	-	65%	-	65%	-	-	72%	65%	85%
	2021	71%	46%	**50%**	-	-	-	-	-	-	30%	-	30%	-	-	79%	30%	76%
At Meets Grade Level or Above	2022	47%	30%	**31%**	-	-	-	-	-	-	22%	-	22%	-	-	35%	22%	61%
	2021	44%	18%	**21%**	-	-	-	-	-	-	3%	-	3%	-	-	38%	3%	56%
At Masters Grade Level	2022	21%	10%	**13%**	-	-	-	-	-	-	5%	-	5%	-	-	21%	5%	30%
	2021	20%	5%	**11%**	-	-	-	-	-	-	1%	-	1%	-	-	21%	1%	28%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	78%	**63%**	-	-	-	-	-	-	54%	-	54%	-	-	67%	54%	88%
	2021	73%	62%	**31%**	-	-	-	-	-	-	17%	-	17%	-	-	44%	17%	60%

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DORA M SAUCEDA MIDDLE (108902047) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	45%	**24%**	-	-	-	-	-	-	17%	-	17%	-	-	30%	17%	39%
	2021	49%	37%	**15%**	-	-	-	-	-	-	5%	-	5%	-	-	28%	5%	28%
At Masters Grade Level	2022	30%	23%	**9%**	-	-	-	-	-	-	4%	-	4%	-	-	12%	4%	24%
	2021	29%	17%	**7%**	-	-	-	-	-	-	0%	-	0%	-	-	13%	0%	24%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**80%**	-	-	-	-	-	-	80%	-	80%	67%	-	79%	80%	82%
	2019	69%	64%	**61%**	-	-	-	-	-		58%	-	58%		*		58%	
All Grades ELA/Reading	2022	78%	80%	**79%**	-	-	-	-	-	-	78%	-	78%	75%	-	77%	79%	78%
	2019	68%	64%	**61%**	-	-	-	-	-		58%	-	58%		*		58%	
All Grades Mathematics	2022	69%	78%	**81%**	-	-	-	-	-	-	81%	-	82%	62%	-	80%	81%	86%
	2019	70%	65%	**61%**	-	-	-	-	-		58%	-	58%		*		59%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency

2021-22 STAAR Participation (TAPR)

DORA M SAUCEDA MIDDLE (108902047) - DONNA ISD - HIDALGO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	*	-	-	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	91%	**92%**	-	92%	*	-	*	-	-	86%	80%	97%	73%	92%	91%
Not Included in Accountability: Mobile	5%	5%	**7%**	-	6%	*	-	*	-	-	13%	0%	3%	21%	7%	7%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	*	-	*	-	-	1%	20%	0%	5%	1%	2%
Not Tested	1%	1%	**0%**	-	0%	*	-	*	-	-	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	*	-	-	100%	*	100%	99%	100%	100%
Included in Accountability	92%	88%	**91%**	-	92%	*	-	*	-	-	85%	*	97%	71%	91%	91%
Not Included in Accountability: Mobile	5%	5%	**7%**	-	6%	*	-	*	-	-	12%	*	2%	20%	6%	7%
Not Included in Accountability: Other Exclusions	2%	5%	**2%**	-	2%	*	-	*	-	-	3%	*	0%	8%	2%	3%
Not Tested	1%	1%	**0%**	-	0%	*	-	*	-	-	0%	*	0%	1%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	*	-	-	0%	*	0%	1%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	*	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	*	-	-	100%	*	100%	99%	100%	100%
Included in Accountability	93%	92%	**92%**	-	93%	*	-	*	-	-	87%	*	97%	73%	92%	92%
Not Included in Accountability: Mobile	5%	6%	**7%**	-	6%	*	-	*	-	-	12%	*	3%	21%	6%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	*	-	*	-	-	1%	*	0%	5%	1%	1%
Not Tested	1%	1%	**0%**	-	0%	*	-	*	-	-	0%	*	0%	1%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	*	-	-	0%	*	0%	1%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	*	-	-	0%	*	0%	1%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	-	-	-	-	-	100%	-	99%	100%	100%	100%
Included in Accountability	93%	92%	**92%**	-	92%	-	-	-	-	-	85%	-	97%	74%	92%	90%
Not Included in Accountability: Mobile	4%	5%	**7%**	-	7%	-	-	-	-	-	15%	-	3%	24%	7%	9%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	2%	0%	1%
Not Tested	2%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	1%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	1%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**100%**	-	100%	-	-	-	-	-	100%	-	99%	100%	100%	100%
Included in Accountability	94%	94%	**92%**	-	92%	-	-	-	-	-	85%	-	97%	74%	92%	90%
Not Included in Accountability: Mobile	4%	4%	**7%**	-	7%	-	-	-	-	-	15%	-	3%	24%	7%	9%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	2%	0%	1%
Not Tested	2%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	1%	0%	0%	0%
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	1%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**64%**	-	64%	*	-	-	-	-	74%	56%	64%	62%	64%	69%
Included in Accountability	83%	63%	**53%**	-	53%	*	-	-	-	-	65%	56%	56%	44%	54%	55%
Not Included in Accountability: Mobile	3%	2%	**2%**	-	1%	*	-	-	-	-	1%	0%	0%	6%	1%	1%
Not Included in Accountability: Other Exclusions	1%	5%	**9%**	-	9%	*	-	-	-	-	8%	0%	8%	11%	9%	12%
Not Tested	12%	29%	**36%**	-	36%	*	-	-	-	-	26%	44%	36%	38%	36%	31%
Absent	2%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	28%	**36%**	-	36%	*	-	-	-	-	26%	44%	36%	38%	36%	31%
Reading																
Assessment Participant	89%	75%	**73%**	-	73%	*	-	-	-	-	78%	*	74%	71%	74%	84%
Included in Accountability	83%	61%	**48%**	-	48%	*	-	-	-	-	58%	*	50%	42%	48%	49%
Not Included in Accountability: Mobile	3%	2%	**2%**	-	1%	*	-	-	-	-	0%	*	0%	6%	1%	1%
Not Included in Accountability: Other Exclusions	3%	11%	**24%**	-	24%	*	-	-	-	-	21%	*	24%	24%	25%	34%
Not Tested	11%	25%	**27%**	-	27%	*	-	-	-	-	22%	*	26%	29%	26%	16%
Absent	2%	3%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**27%**	-	27%	*	-	-	-	-	22%	*	26%	29%	26%	16%
Mathematics																
Assessment Participant	88%	67%	**60%**	-	60%	*	-	-	-	-	71%	*	60%	59%	60%	63%
Included in Accountability	84%	64%	**57%**	-	57%	*	-	-	-	-	69%	*	60%	49%	58%	61%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	*	-	-	-	-	0%	*	0%	6%	1%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	-	1%	*	-	-	-	-	2%	*	0%	3%	1%	1%
Not Tested	12%	33%	**40%**	-	40%	*	-	-	-	-	29%	*	40%	41%	40%	37%
Absent	2%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**40%**	-	40%	*	-	-	-	-	29%	*	40%	41%	40%	37%
Science																
Assessment Participant	87%	68%	**60%**	-	59%	-	-	-	-	-	71%	*	61%	55%	59%	60%
Included in Accountability	84%	65%	**57%**	-	57%	-	-	-	-	-	66%	*	60%	45%	57%	58%
Not Included in Accountability: Mobile	3%	2%	**1%**	-	1%	-	-	-	-	-	2%	*	0%	5%	0%	0%
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	-	2%	-	-	-	-	-	2%	*	0%	5%	2%	2%
Not Tested	13%	32%	**40%**	-	41%	-	-	-	-	-	29%	*	39%	45%	41%	40%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**40%**	-	41%	-	-	-	-	-	29%	*	39%	45%	41%	40%
Social Studies																
Assessment Participant	87%	68%	**60%**	-	59%	-	-	-	-	-	71%	*	61%	54%	59%	60%
Included in Accountability	84%	66%	**57%**	-	57%	-	-	-	-	-	66%	*	60%	43%	57%	59%
Not Included in Accountability: Mobile	3%	1%	**1%**	-	1%	-	-	-	-	-	2%	*	0%	5%	0%	0%
Not Included in Accountability: Other Exclusions	0%	1%	**1%**	-	2%	-	-	-	-	-	2%	*	0%	5%	2%	2%
Not Tested	13%	32%	**40%**	-	41%	-	-	-	-	-	29%	*	39%	46%	41%	40%
Absent	3%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	31%	**40%**	-	41%	-	-	-	-	-	29%	*	39%	46%	41%	40%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**94.0%**	-	94.0%	*	-	-	-	-	95.5%	93.9%	93.7%
2019-20	98.3%	96.9%	**97.4%**	-	97.4%	-	-	-	-	-	96.4%	97.5%	97.5%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**18.8%**	-	18.7%	*	-	-	-	-	13.8%	18.5%	19.9%
2019-20	6.7%	11.1%	**8.3%**	-	8.3%	-	-	-	-	-	13.0%	8.3%	7.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**1.3%**	-	1.3%	-	-	-	-	-	2.4%	1.4%	1.0%
2019-20	0.5%	0.2%	**0.2%**	-	0.2%	-	-	-	-	-	1.3%	0.2%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	666	100.0%	13,060	5,402,928	666	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	4.1%	0	0.0%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	3.3%	3.5%	0	0.0%	3.3%	3.5%
Kindergarten	0	0.0%	5.8%	6.8%	0	0.0%	5.8%	6.8%
Grade 1	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.2%
Grade 6	219	32.9%	7.0%	7.4%	219	32.9%	7.0%	7.4%
Grade 7	231	34.7%	7.8%	7.7%	231	34.7%	7.8%	7.7%
Grade 8	216	32.4%	7.6%	7.9%	216	32.4%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	663	99.5%	99.7%	52.8%	663	99.5%	99.7%	52.7%
White	2	0.3%	0.2%	26.3%	2	0.3%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	1	0.2%	0.0%	4.8%	1	0.2%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	320	48.0%	48.4%	48.9%	320	48.0%	48.4%	48.8%
Male	346	52.0%	51.6%	51.1%	346	52.0%	51.6%	51.2%
Economically Disadvantaged	664	99.7%	94.6%	60.7%	664	99.7%	94.6%	60.6%
Non-Educationally Disadvantaged	2	0.3%	5.4%	39.3%	2	0.3%	5.4%	39.4%
Section 504 Students	28	4.2%	3.6%	7.4%	28	4.2%	3.6%	7.4%
EB Students/EL	457	68.6%	56.1%	21.7%	457	68.6%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	2	0.3%	0.7%	5.0%	2	0.3%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	54	8.1%	7.4%	1.1%	54	8.1%	7.4%	1.1%
Immigrant	7	1.1%	1.5%	2.0%	7	1.1%	1.5%	2.0%
Migrant	27	4.1%	3.7%	0.3%	27	4.1%	3.7%	0.3%
Title I	666	100.0%	100.0%	64.3%	666	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	611	91.7%	82.5%	53.5%	611	91.7%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	455	68.3%	57.0%	21.9%	455	68.3%	57.0%	21.8%
Career and Technical Education	59	8.9%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	39	5.9%	8.5%	8.0%	39	5.9%	8.5%	8.0%
Special Education	94	14.1%	10.4%	11.6%	94	14.1%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	94							
By Type of Primary Disability Students with Intellectual Disabilities	61	64.9%	59.7%	43.0%				
Students with Physical Disabilities	*	*	13.3%	20.8%				
Students with Autism	**	**	10.1%	14.7%				
Students with Behavioral Disabilities	19	20.2%	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	73	9.5%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	73	9.5%	12.3%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	12	10.8%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	44	9.1%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	69	9.3%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	59	13.0%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.3%	1.9%	-	0.0%	5.2%
Grade 1	-	4.7%	2.9%	-	3.8%	4.2%
Grade 2	-	3.0%	1.7%	-	0.0%	2.2%
Grade 3	-	2.0%	1.0%	-	2.0%	1.0%
Grade 4	-	1.7%	0.7%	-	2.7%	0.7%
Grade 5	-	1.1%	0.5%	-	0.8%	0.7%
Grade 6	0.0%	1.1%	0.6%	0.0%	0.0%	0.6%
Grade 7	0.5%	2.1%	0.7%	0.0%	0.0%	0.7%
Grade 8	0.0%	2.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	18.4	18.7
Grade 2	-	17.9	18.6
Grade 3	-	18.0	18.7
Grade 4	-	17.4	18.8
Grade 5	-	18.8	20.2
Grade 6	15.5	16.0	19.2
Secondary:			
English/Language Arts	15.5	16.8	16.3
Foreign Languages	21.0	19.7	18.4
Mathematics	15.2	17.6	17.5

Class Size Information	Campus	District	State
Science	14.2	16.6	18.5
Social Studies	15.4	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	81.8	100.0%	100.0%	100.0%
Professional Staff:	72.4	88.6%	55.8%	64.1%
Teachers	62.6	76.6%	42.0%	49.3%
Professional Support	6.8	8.3%	11.0%	10.7%
Campus Administration (School Leadership)	3.0	3.7%	1.9%	2.9%
Educational Aides:	9.3	11.4%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	2.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	78.8	96.3%	98.1%	52.1%
Teachers by Ethnicity:				
African American	1.0	1.6%	0.3%	11.2%
Hispanic	58.8	93.9%	96.6%	28.9%
White	2.8	4.5%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	21.9	34.9%	35.4%	24.1%
Females	40.7	65.1%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	51.8	82.6%	80.8%	72.6%
Masters	10.9	17.4%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	7.6	12.1%	6.9%	7.9%
1-5 Years Experience	11.9	19.0%	20.4%	26.7%
6-10 Years Experience	18.9	30.2%	25.8%	20.6%
11-20 Years Experience	16.3	26.0%	34.3%	28.6%
21-30 Years Experience	7.0	11.2%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	1.0	1.6%	3.0%	2.9%
Number of Students per Teacher	10.6	n/a	13.4	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	7.1	6.3
Average Years Experience of Principals with District	2.0	7.1	5.4
Average Years Experience of Assistant Principals	3.5	6.7	5.5
Average Years Experience of Assistant Principals with District	3.5	5.8	4.8
Average Years Experience of Teachers:	9.9	11.5	11.1
Average Years Experience of Teachers with District:	7.7	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$56,048	$53,500	$51,054
1-5 Years Experience	$53,067	$53,852	$54,577
6-10 Years Experience	$56,992	$56,098	$57,746
11-20 Years Experience	$59,962	$60,197	$61,377
21-30 Years Experience	$66,966	$64,449	$65,949
Over 30 Years Experience	$71,159	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$58,245	$58,223	$58,887
Professional Support	$64,186	$63,600	$69,505
Campus Administration (School Leadership)	$78,088	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.3%	6.2%
Career and Technical Education	1.7	2.7%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	1.8	3.0%	1.4%	1.7%
Regular Education	49.2	78.5%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	8.4	13.4%	8.0%	9.6%
Other	1.6	2.5%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: W A TODD MIDDLE

Campus Number: 108902048

2022 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	53%	**61%**	-	60%	*	-	-	-	*	61%	*	63%	52%	58%	48%
	2021	62%	34%	**42%**	-	41%	*	-	-	-	-	57%	*	45%	29%	39%	31%
At Meets Grade Level or Above	2022	43%	24%	**29%**	-	28%	*	-	-	-	*	35%	*	33%	17%	25%	19%
	2021	32%	12%	**19%**	-	19%	*	-	-	-	-	50%	*	22%	11%	19%	20%
At Masters Grade Level	2022	23%	10%	**12%**	-	13%	*	-	-	-	*	17%	*	14%	7%	12%	8%
	2021	15%	4%	**3%**	-	3%	*	-	-	-	-	14%	*	3%	4%	2%	3%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	64%	**68%**	-	68%	*	-	-	-	*	57%	*	67%	70%	67%	70%
	2021	68%	32%	**41%**	-	41%	*	-	-	-	-	57%	*	44%	27%	39%	34%
At Meets Grade Level or Above	2022	39%	26%	**24%**	-	24%	*	-	-	-	*	30%	*	26%	17%	22%	19%
	2021	36%	5%	**8%**	-	8%	*	-	-	-	-	50%	*	8%	8%	7%	8%
At Masters Grade Level	2022	16%	8%	**9%**	-	9%	*	-	-	-	*	26%	*	9%	9%	9%	8%
	2021	15%	1%	**2%**	-	2%	*	-	-	-	-	7%	*	2%	0%	2%	3%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	67%	**67%**	-	67%	*	-	-	-	-	37%	*	68%	59%	65%	61%
	2021	69%	39%	**36%**	-	36%	-	-	-	-	-	11%	-	33%	48%	35%	28%
At Meets Grade Level or Above	2022	56%	39%	**42%**	-	42%	*	-	-	-	-	30%	*	44%	34%	39%	35%
	2021	45%	20%	**19%**	-	19%	-	-	-	-	-	6%	-	18%	24%	18%	14%
At Masters Grade Level	2022	37%	22%	**27%**	-	27%	*	-	-	-	-	20%	*	27%	27%	26%	23%
	2021	25%	11%	**8%**	-	8%	-	-	-	-	-	0%	-	8%	8%	8%	6%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	55%	**54%**	-	54%	*	-	-	-	-	53%	*	54%	55%	50%	48%
	2021	55%	26%	**30%**	-	30%	-	-	-	-	-	16%	-	30%	30%	29%	25%
At Meets Grade Level or Above	2022	31%	26%	**27%**	-	28%	*	-	-	-	-	37%	*	28%	26%	27%	24%
	2021	27%	7%	**6%**	-	6%	-	-	-	-	-	11%	-	6%	4%	5%	4%
At Masters Grade Level	2022	13%	9%	**11%**	-	11%	*	-	-	-	-	27%	*	9%	17%	10%	12%
	2021	12%	3%	**1%**	-	1%	-	-	-	-	-	0%	-	2%	0%	2%	1%
Grade 8 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	83%	71%	**61%**	-	61%	-	-	-	-	*	29%	-	60%	67%	57%	49%
	2021	73%	41%	**35%**	-	34%	*	-	-	-	-	28%	*	36%	32%	34%	19%
At Meets Grade Level or Above	2022	58%	40%	**36%**	-	36%	-	-	-	-	*	11%	-	39%	21%	33%	24%
	2021	46%	17%	**14%**	-	14%	*	-	-	-	-	17%	*	12%	23%	14%	8%
At Masters Grade Level	2022	37%	21%	**19%**	-	19%	-	-	-	-	*	9%	-	21%	9%	19%	13%
	2021	21%	6%	**4%**	-	5%	*	-	-	-	-	6%	*	2%	14%	4%	2%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	67%	**54%**	-	54%	-	-	-	-	*	35%	-	56%	40%	51%	41%
	2021	62%	24%	**19%**	-	19%	*	-	-	-	-	18%	*	15%	29%	19%	16%
At Meets Grade Level or Above	2022	40%	32%	**22%**	-	22%	-	-	-	-	*	12%	-	24%	11%	20%	16%
	2021	36%	8%	**6%**	-	6%	*	-	-	-	-	14%	*	5%	8%	6%	5%
At Masters Grade Level	2022	14%	7%	**6%**	-	6%	-	-	-	-	*	9%	-	6%	6%	5%	3%
	2021	11%	3%	**2%**	-	2%	*	-	-	-	-	0%	*	2%	0%	2%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	69%	**66%**	-	66%	-	-	-	-	*	46%	-	67%	58%	64%	51%
	2021	68%	37%	**37%**	-	37%	*	-	-	-	-	21%	*	37%	35%	36%	38%
At Meets Grade Level or Above	2022	45%	31%	**29%**	-	29%	-	-	-	-	*	20%	-	32%	15%	29%	20%
	2021	43%	11%	**11%**	-	11%	*	-	-	-	-	16%	*	8%	20%	11%	8%
At Masters Grade Level	2022	24%	13%	**11%**	-	11%	-	-	-	-	*	9%	-	12%	3%	11%	11%
	2021	24%	5%	**3%**	-	3%	*	-	-	-	-	5%	*	1%	10%	3%	4%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	64%	**48%**	-	49%	-	-	-	-	*	31%	-	51%	32%	46%	36%
	2021	57%	28%	**22%**	-	22%	*	-	-	-	-	10%	*	21%	29%	22%	14%
At Meets Grade Level or Above	2022	31%	29%	**17%**	-	17%	-	-	-	-	*	9%	-	18%	15%	17%	11%
	2021	28%	12%	**9%**	-	9%	*	-	-	-	-	10%	*	9%	8%	9%	5%
At Masters Grade Level	2022	18%	14%	**9%**	-	9%	-	-	-	-	*	6%	-	10%	0%	10%	3%
	2021	14%	4%	**1%**	-	1%	*	-	-	-	-	0%	*	1%	0%	1%	0%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	44%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
	2021	67%	43%	**100%**	-	100%	-	-	-	-	-	-	-	100%	-	100%	-

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	47%	23%	**93%**	-	93%	-	-	-	-	-	-	-	93%	*	92%	*
	2021	50%	26%	**100%**	-	100%	-	-	-	-	-	-	-	100%	-	100%	-
At Masters Grade Level	2022	11%	2%	**20%**	-	20%	-	-	-	-	-	-	-	21%	*	23%	*
	2021	12%	3%	**26%**	-	26%	-	-	-	-	-	-	-	26%	-	28%	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	60%	**100%**	-	100%	-	-	-	-	-	*	-	100%	*	100%	*
	2021	73%	53%	**96%**	-	96%	-	-	-	-	-	-	-	96%	*	95%	*
At Meets Grade Level or Above	2022	43%	18%	**75%**	-	75%	-	-	-	-	-	*	-	73%	*	79%	*
	2021	41%	15%	**54%**	-	54%	-	-	-	-	-	-	-	54%	*	57%	*
At Masters Grade Level	2022	27%	8%	**69%**	-	69%	-	-	-	-	-	*	-	67%	*	71%	*
	2021	23%	5%	**29%**	-	29%	-	-	-	-	-	-	-	31%	*	29%	*
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	73%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
	2021	82%	64%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
At Meets Grade Level or Above	2022	55%	34%	**81%**	-	81%	-	-	-	-	-	-	-	80%	*	92%	*
	2021	55%	30%	**88%**	-	88%	-	-	-	-	-	-	-	91%	*	89%	*
At Masters Grade Level	2022	21%	8%	**50%**	-	50%	-	-	-	-	-	-	-	53%	*	58%	*
	2021	22%	6%	**40%**	-	40%	-	-	-	-	-	-	-	45%	*	37%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**61%**	-	61%	*	-	-	-	67%	42%	17%	62%	55%	58%	51%
	2021	67%	41%	**38%**	-	38%	50%	-	-	-	-	23%	0%	38%	36%	36%	26%
At Meets Grade Level or Above	2022	48%	31%	**30%**	-	30%	*	-	-	-	17%	22%	0%	32%	21%	28%	22%
	2021	41%	19%	**15%**	-	15%	33%	-	-	-	-	18%	0%	16%	13%	15%	9%
At Masters Grade Level	2022	23%	12%	**14%**	-	14%	*	-	-	-	0%	14%	0%	15%	10%	14%	10%
	2021	18%	6%	**5%**	-	5%	0%	-	-	-	-	3%	0%	5%	4%	4%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**64%**	-	64%	*	-	-	-	*	40%	*	65%	59%	61%	53%
	2021	68%	43%	**41%**	-	41%	*	-	-	-	-	30%	*	42%	36%	39%	27%
At Meets Grade Level or Above	2022	53%	32%	**38%**	-	38%	*	-	-	-	*	24%	*	41%	25%	34%	27%
	2021	45%	22%	**22%**	-	22%	*	-	-	-	-	22%	*	23%	19%	21%	14%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	25%	11%	**20%**	-	20%	*	-	-	-	*	15%	*	22%	15%	19%	15%
	2021	18%	5%	**6%**	-	6%	*	-	-	-	-	6%	*	6%	8%	6%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**59%**	-	59%	*	-	-	-	*	48%	*	60%	56%	56%	53%
	2021	66%	35%	**35%**	-	35%	*	-	-	-	-	27%	*	36%	31%	33%	26%
At Meets Grade Level or Above	2022	42%	26%	**26%**	-	26%	*	-	-	-	*	25%	*	27%	19%	24%	20%
	2021	37%	11%	**10%**	-	10%	*	-	-	-	-	22%	*	10%	8%	9%	6%
At Masters Grade Level	2022	20%	9%	**10%**	-	10%	*	-	-	-	*	19%	*	10%	11%	10%	8%
	2021	18%	4%	**3%**	-	3%	*	-	-	-	-	2%	*	4%	0%	3%	2%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**68%**	-	68%	-	-	-	-	*	46%	-	70%	59%	66%	52%
	2021	71%	46%	**49%**	-	49%	*	-	-	-	-	21%	*	50%	43%	46%	39%
At Meets Grade Level or Above	2022	47%	30%	**33%**	-	33%	-	-	-	-	*	20%	-	36%	18%	33%	22%
	2021	44%	18%	**26%**	-	26%	*	-	-	-	-	16%	*	25%	26%	24%	10%
At Masters Grade Level	2022	21%	10%	**13%**	-	14%	-	-	-	-	*	9%	-	15%	3%	14%	11%
	2021	20%	5%	**10%**	-	10%	*	-	-	-	-	5%	*	10%	9%	8%	4%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	78%	**48%**	-	49%	-	-	-	-	*	31%	-	51%	32%	46%	36%
	2021	73%	62%	**22%**	-	22%	*	-	-	-	-	10%	*	21%	29%	22%	14%
At Meets Grade Level or Above	2022	50%	45%	**17%**	-	17%	-	-	-	-	*	9%	-	18%	15%	17%	11%
	2021	49%	37%	**9%**	-	9%	*	-	-	-	-	10%	*	9%	8%	9%	5%
At Masters Grade Level	2022	30%	23%	**9%**	-	9%	-	-	-	-	*	6%	-	10%	0%	10%	3%
	2021	29%	17%	**1%**	-	1%	*	-	-	-	-	0%	*	1%	0%	1%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2022	31%	16%	**17%**	-	16%	*	-	-	-	*	30%	*	19%	11%	14%	10%
	2021	24%	3%	**6%**	-	6%	*	-	-	-	-	54%	*	5%	8%	6%	7%
Reading and Mathematics Including EOC	2022	31%	16%	**17%**	-	16%	*	-	-	-	*	30%	*	19%	11%	14%	10%
	2021	24%	3%	**6%**	-	6%	*	-	-	-	-	54%	*	5%	8%	6%	7%
Reading Including EOC	2022	43%	24%	**29%**	-	28%	*	-	-	-	*	35%	*	33%	17%	25%	19%
	2021	32%	12%	**19%**	-	19%	*	-	-	-	-	50%	*	22%	11%	19%	20%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	40%	27%	**24%**	-	24%	*	-	-	-	*	30%	*	26%	17%	22%	19%
	2021	36%	5%	**8%**	-	8%	*	-	-	-	-	50%	*	8%	7%	8%	8%
7th Graders																	
Reading and Mathematics	2022	32%	22%	**26%**	-	26%	*	-	-	-	-	30%	*	26%	23%	23%	18%
	2021	26%	6%	**5%**	-	5%	-	-	-	-	-	6%	-	6%	5%	6%	4%
Reading and Mathematics Including EOC	2022	33%	22%	**26%**	-	26%	*	-	-	-	-	30%	*	26%	23%	23%	18%
	2021	27%	7%	**5%**	-	5%	-	-	-	-	-	6%	-	6%	5%	6%	4%
Reading Including EOC	2022	56%	39%	**42%**	-	42%	*	-	-	-	-	30%	*	44%	34%	39%	35%
	2021	45%	20%	**19%**	-	19%	-	-	-	-	-	6%	-	18%	24%	18%	14%
Math Including EOC	2022	37%	28%	**31%**	-	31%	*	-	-	-	-	37%	*	31%	30%	29%	25%
	2021	32%	7%	**6%**	-	6%	-	-	-	-	-	11%	-	6%	5%	6%	4%
8th Graders																	
Reading and Mathematics	2022	27%	19%	**14%**	-	14%	-	-	-	-	*	9%	-	16%	3%	13%	12%
	2021	21%	6%	**4%**	-	4%	*	-	-	-	-	12%	*	3%	6%	4%	7%
Reading and Mathematics Including EOC	2022	41%	25%	**19%**	-	19%	-	-	-	-	*	9%	-	21%	6%	18%	13%
	2021	33%	13%	**14%**	-	14%	*	-	-	-	-	12%	*	15%	11%	13%	7%
Reading Including EOC	2022	58%	43%	**40%**	-	40%	-	-	-	-	*	11%	-	43%	24%	37%	26%
	2021	47%	27%	**29%**	-	28%	*	-	-	-	-	17%	*	30%	23%	26%	8%
Math Including EOC	2022	48%	34%	**22%**	-	22%	-	-	-	-	*	11%	-	24%	9%	21%	16%
	2021	43%	16%	**15%**	-	15%	*	-	-	-	-	14%	*	16%	12%	14%	7%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**19%**	-	19%	*	-	-	-	*	22%	*	21%	13%	17%	14%
	2021	26%	7%	**5%**	-	5%	*	-	-	-	-	21%	*	5%	6%	5%	6%
Reading and Mathematics Including EOC	2022	36%	21%	**21%**	-	21%	*	-	-	-	*	22%	*	22%	14%	19%	14%
	2021	28%	8%	**8%**	-	8%	*	-	-	-	-	21%	*	8%	8%	8%	6%
Reading Including EOC	2022	53%	35%	**38%**	-	38%	*	-	-	-	*	24%	*	41%	25%	34%	27%
	2021	41%	18%	**22%**	-	22%	*	-	-	-	-	22%	*	23%	19%	21%	14%
Math Including EOC	2022	43%	30%	**26%**	-	26%	*	-	-	-	*	25%	*	27%	19%	24%	20%
	2021	37%	11%	**10%**	-	10%	*	-	-	-	-	22%	*	10%	8%	9%	6%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
W A TODD MIDDLE (108902048) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2022	61	68	**70**	-	71	*	-	-	-	*	78	*	69	74	71	73
	2019	42	34	**26**	-	26	*	-	-	-	-	24	*	26	27	25	19
Grade 6 Mathematics	2022	61	79	**82**	-	82	*	-	-	-	*	64	*	78	94	82	83
	2019	54	42	**30**	-	30	*	-	-	-	-	34	*	30	32	30	25
Grade 7 ELA/Reading	2022	88	89	**90**	-	91	*	-	-	-	-	91	*	91	85	89	89
	2019	77	72	**69**	-	69	-	-	-	-	-	52	*	70	67	69	68
Grade 7 Mathematics	2022	60	75	**70**	-	69	*	-	-	-	-	76	*	70	68	68	75
	2019	62	58	**65**	-	65	-	-	-	-	-	50	*	64	68	64	64
Grade 8 ELA/Reading	2022	83	86	**84**	-	84	-	-	-	-	*	67	-	84	82	83	85
	2019	77	75	**75**	-	75	-	-	-	-	-	86	60	75	73	74	79
Grade 8 Mathematics	2022	74	88	**77**	-	77	-	-	-	-	*	50	-	77	80	75	71
	2019	82	85	**83**	-	83	-	-	-	-	-	67	*	81	88	84	81
End of Course Algebra I	2022	67	42	**90**	-	90	-	-	-	-	-	*	-	90	-	90	*
	2019	75	62	**88**	-	88	-	-	-	-	-	-	*	88	92	87	85
All Grades Both Subjects	2022	74	79	**79**	-	79	*	-	-	-	*	70	*	78	81	78	80
	2019	69	64	**57**	-	57	*	-	-	-	-	49	46	57	60	57	55
All Grades ELA/Reading	2022	78	80	**81**	-	82	*	-	-	-	*	78	*	82	80	81	83
	2019	68	64	**56**	-	56	*	-	-	-	-	50	43	56	57	55	55
All Grades Mathematics	2022	69	78	**77**	-	77	*	-	-	-	*	62	*	75	82	76	77
	2019	70	65	**59**	-	59	*	-	-	-	-	48	50	58	62	58	56

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**61%**	-	-	-	-	-	-	44%	*	45%	45%	*	66%	48%	92%
	2021	67%	41%	**38%**	-	-	-	-	-	-	22%	-	22%	21%	56%	47%	22%	60%
At Meets Grade Level or Above	2022	48%	31%	**30%**	-	-	-	-	-	-	16%	*	16%	16%	*	34%	19%	62%
	2021	41%	19%	**15%**	-	-	-	-	-	-	6%	-	6%	6%	11%	21%	6%	32%
At Masters Grade Level	2022	23%	12%	**14%**	-	-	-	-	-	-	5%	*	5%	6%	*	15%	8%	41%
	2021	18%	6%	**5%**	-	-	-	-	-	-	1%	-	1%	2%	11%	6%	1%	11%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**64%**	-	-	-	-	-	-	47%	*	42%	57%	*	70%	51%	94%
	2021	68%	43%	**41%**	-	-	-	-	-	-	21%	-	22%	19%	*	53%	21%	73%
At Meets Grade Level or Above	2022	53%	32%	**38%**	-	-	-	-	-	-	20%	*	17%	24%	*	44%	23%	78%
	2021	45%	22%	**22%**	-	-	-	-	-	-	10%	-	10%	8%	*	29%	10%	45%
At Masters Grade Level	2022	25%	11%	**20%**	-	-	-	-	-	-	9%	*	8%	11%	*	23%	12%	56%
	2021	18%	5%	**6%**	-	-	-	-	-	-	2%	-	0%	4%	*	9%	2%	15%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**59%**	-	-	-	-	-	-	48%	*	56%	35%	*	62%	50%	89%
	2021	66%	35%	**35%**	-	-	-	-	-	-	23%	-	26%	18%	*	42%	23%	55%
At Meets Grade Level or Above	2022	42%	26%	**26%**	-	-	-	-	-	-	17%	*	18%	15%	*	28%	19%	44%
	2021	37%	11%	**10%**	-	-	-	-	-	-	4%	-	3%	5%	*	12%	4%	26%
At Masters Grade Level	2022	20%	9%	**10%**	-	-	-	-	-	-	4%	*	5%	4%	*	11%	6%	31%
	2021	18%	4%	**3%**	-	-	-	-	-	-	1%	-	1%	0%	*	5%	1%	13%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**68%**	-	-	-	-	-	-	39%	*	35%	48%	*	81%	48%	94%
	2021	71%	46%	**49%**	-	-	-	-	-	-	36%	-	32%	50%	*	54%	38%	60%
At Meets Grade Level or Above	2022	47%	30%	**33%**	-	-	-	-	-	-	11%	*	14%	9%	*	38%	17%	83%
	2021	44%	18%	**26%**	-	-	-	-	-	-	7%	-	6%	10%	*	36%	7%	30%
At Masters Grade Level	2022	21%	10%	**13%**	-	-	-	-	-	-	2%	*	3%	0%	*	12%	9%	44%
	2021	20%	5%	**10%**	-	-	-	-	-	-	5%	-	3%	10%	*	14%	4%	10%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	78%	**48%**	-	-	-	-	-	-	30%	*	27%	35%	*	55%	33%	89%
	2021	73%	62%	**22%**	-	-	-	-	-	-	14%	-	10%	33%	*	31%	14%	11%

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

W A TODD MIDDLE (108902048) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	45%	**17%**	-	-	-	-	-	-	5%	*	5%	4%	*	19%	9%	44%
	2021	49%	37%	**9%**	-	-	-	-	-	-	4%	-	2%	11%	*	12%	4%	11%
At Masters Grade Level	2022	30%	23%	**9%**	-	-	-	-	-	-	0%	*	0%	0%	*	11%	2%	28%
	2021	29%	17%	**1%**	-	-	-	-	-	-	0%	-	0%	0%	*	2%	0%	0%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**79%**	-	-	-	-	-	-	77%	*	77%	78%	*	79%	79%	83%
	2019	69%	64%	**57%**	-	-	-	-	-		55%	-	55%		75%		56%	
All Grades ELA/Reading	2022	78%	80%	**81%**	-	-	-	-	-	-	79%	*	72%	89%	*	81%	82%	85%
	2019	68%	64%	**56%**	-	-	-	-	-		55%	-	55%		*		56%	
All Grades Mathematics	2022	69%	78%	**77%**	-	-	-	-	-	-	76%	*	81%	67%	*	77%	76%	81%
	2019	70%	65%	**59%**	-	-	-	-	-		56%	-	56%		*		55%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	-	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	91%	**93%**	-	95%	11%	-	-	-	100%	95%	100%	98%	78%	96%	94%
Not Included in Accountability: Mobile	5%	5%	**6%**	-	4%	89%	-	-	-	0%	5%	0%	2%	19%	3%	5%
Not Included in Accountability: Other Exclusions	1%	3%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%	2%	0%	1%
Not Tested	1%	1%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	-	-	*	100%	*	100%	99%	100%	100%
Included in Accountability	92%	88%	**93%**	-	95%	17%	-	-	-	*	96%	*	98%	77%	95%	92%
Not Included in Accountability: Mobile	5%	5%	**6%**	-	4%	83%	-	-	-	*	4%	*	2%	19%	4%	6%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	-	1%	0%	-	-	-	*	0%	*	0%	3%	1%	2%
Not Tested	1%	1%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	1%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	1%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	-	99%	100%	-	-	-	*	100%	*	100%	98%	99%	100%
Included in Accountability	93%	92%	**93%**	-	95%	18%	-	-	-	*	96%	*	98%	78%	96%	93%
Not Included in Accountability: Mobile	5%	6%	**6%**	-	4%	82%	-	-	-	*	4%	*	2%	18%	4%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	1%	0%	1%
Not Tested	1%	1%	**1%**	-	1%	0%	-	-	-	*	0%	*	0%	2%	1%	0%
Absent	1%	1%	**1%**	-	1%	0%	-	-	-	*	0%	*	0%	2%	1%	0%
Other	0%	1%	**0%**	-	0%	0%	-	-	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	100%	-	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	92%	**93%**	-	96%	0%	-	-	-	*	95%	-	97%	77%	97%	96%
Not Included in Accountability: Mobile	4%	5%	**7%**	-	4%	100%	-	-	-	*	5%	-	3%	23%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Not Tested	2%	2%	**0%**	-	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	-	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	98%	**100%**	-	100%	100%	-	-	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	-	96%	0%	-	-	-	*	95%	-	97%	77%	97%	96%
Not Included in Accountability: Mobile	4%	4%	**7%**	-	4%	100%	-	-	-	*	5%	-	3%	23%	3%	4%
Not Included in Accountability: Other Exclusions	1%	0%	**0%**	-	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Not Tested	2%	2%	**0%**	-	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Absent	1%	2%	**0%**	-	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	*	0%	-	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**60%**	-	60%	69%	-	-	-	-	59%	100%	59%	68%	62%	72%
Included in Accountability	83%	63%	**55%**	-	56%	46%	-	-	-	-	53%	100%	56%	55%	57%	63%
Not Included in Accountability: Mobile	3%	2%	**2%**	-	2%	23%	-	-	-	-	3%	0%	1%	8%	2%	3%
Not Included in Accountability: Other Exclusions	1%	5%	**3%**	-	3%	0%	-	-	-	-	3%	0%	2%	5%	3%	7%
Not Tested	12%	29%	**40%**	-	40%	31%	-	-	-	-	41%	0%	41%	32%	38%	28%
Absent	2%	1%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	28%	**39%**	-	40%	31%	-	-	-	-	41%	0%	41%	32%	38%	28%
Reading																
Assessment Participant	89%	75%	**63%**	-	63%	*	-	-	-	-	60%	*	61%	72%	65%	81%
Included in Accountability	83%	61%	**54%**	-	54%	*	-	-	-	-	47%	*	54%	53%	55%	60%
Not Included in Accountability: Mobile	3%	2%	**2%**	-	2%	*	-	-	-	-	4%	*	1%	8%	2%	3%
Not Included in Accountability: Other Exclusions	3%	11%	**8%**	-	8%	*	-	-	-	-	9%	*	7%	11%	8%	18%
Not Tested	11%	25%	**37%**	-	37%	*	-	-	-	-	40%	*	39%	28%	35%	19%
Absent	2%	3%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**37%**	-	37%	*	-	-	-	-	40%	*	39%	28%	35%	19%
Mathematics																
Assessment Participant	88%	67%	**57%**	-	57%	*	-	-	-	-	56%	*	56%	64%	58%	67%
Included in Accountability	84%	64%	**55%**	-	55%	*	-	-	-	-	52%	*	54%	55%	56%	63%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	*	-	-	-	-	4%	*	1%	7%	2%	3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	1%	0%	1%
Not Tested	12%	33%	**43%**	-	43%	*	-	-	-	-	44%	*	44%	36%	42%	33%
Absent	2%	0%	**0%**	-	0%	*	-	-	-	-	1%	*	0%	0%	0%	0%
Other	10%	32%	**43%**	-	43%	*	-	-	-	-	43%	*	44%	36%	42%	32%
Science																
Assessment Participant	87%	68%	**51%**	-	51%	*	-	-	-	-	50%	*	50%	56%	52%	53%
Included in Accountability	84%	65%	**49%**	-	49%	*	-	-	-	-	50%	*	50%	48%	50%	50%
Not Included in Accountability: Mobile	3%	2%	**2%**	-	2%	*	-	-	-	-	0%	*	0%	6%	1%	3%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	2%	0%	1%
Not Tested	13%	32%	**49%**	-	49%	*	-	-	-	-	50%	*	50%	44%	48%	47%
Absent	2%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**49%**	-	49%	*	-	-	-	-	50%	*	50%	44%	48%	47%
Social Studies																
Assessment Participant	87%	68%	**49%**	-	49%	*	-	-	-	-	53%	*	47%	57%	51%	58%
Included in Accountability	84%	66%	**47%**	-	47%	*	-	-	-	-	53%	*	47%	49%	50%	54%
Not Included in Accountability: Mobile	3%	1%	**2%**	-	2%	*	-	-	-	-	0%	*	0%	6%	1%	3%
Not Included in Accountability: Other Exclusions	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	2%	0%	1%
Not Tested	13%	32%	**51%**	-	51%	*	-	-	-	-	47%	*	53%	43%	49%	42%
Absent	3%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	31%	**51%**	-	51%	*	-	-	-	-	47%	*	53%	43%	49%	42%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**92.7%**	-	92.9%	*	-	-	-	*	92.5%	92.4%	92.1%
2019-20	98.3%	96.9%	**97.4%**	-	97.4%	*	-	-	-	-	96.2%	97.3%	97.4%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**23.2%**	-	23.0%	*	-	-	-	*	22.5%	23.1%	28.2%
2019-20	6.7%	11.1%	**10.3%**	-	10.2%	*	-	-	-	-	13.2%	10.4%	10.4%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**0.2%**	-	0.2%	*	-	-	-	*	0.0%	0.2%	0.5%
2019-20	0.5%	0.2%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2021-22 Graduation Profile (TAPR)

W A TODD MIDDLE (108902048) - DONNA ISD - HIDALGO COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	658	100.0%	13,060	5,402,928	658	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	4.1%	0	0.0%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	3.3%	3.5%	0	0.0%	3.3%	3.5%
Kindergarten	0	0.0%	5.8%	6.8%	0	0.0%	5.8%	6.8%
Grade 1	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.2%
Grade 6	194	29.5%	7.0%	7.4%	194	29.5%	7.0%	7.4%
Grade 7	245	37.2%	7.8%	7.7%	245	37.2%	7.8%	7.7%
Grade 8	219	33.3%	7.6%	7.9%	219	33.3%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	1	0.2%	0.0%	12.8%	1	0.2%	0.0%	12.8%
Hispanic	654	99.4%	99.7%	52.8%	654	99.4%	99.7%	52.7%
White	1	0.2%	0.2%	26.3%	1	0.2%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	0.3%	0.0%	2.9%	2	0.3%	0.0%	2.9%
Sex:								
Female	321	48.8%	48.4%	48.9%	321	48.8%	48.4%	48.8%
Male	337	51.2%	51.6%	51.1%	337	51.2%	51.6%	51.2%
Economically Disadvantaged	600	91.2%	94.6%	60.7%	600	91.2%	94.6%	60.6%
Non-Educationally Disadvantaged	58	8.8%	5.4%	39.3%	58	8.8%	5.4%	39.4%
Section 504 Students	30	4.6%	3.6%	7.4%	30	4.6%	3.6%	7.4%
EB Students/EL	262	39.8%	56.1%	21.7%	262	39.8%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	6	0.9%	0.7%	5.0%	6	0.9%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	32	4.9%	7.4%	1.1%	32	4.9%	7.4%	1.1%
Immigrant	3	0.5%	1.5%	2.0%	3	0.5%	1.5%	2.0%
Migrant	30	4.6%	3.7%	0.3%	30	4.6%	3.7%	0.3%
Title I	658	100.0%	100.0%	64.3%	658	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	496	75.4%	82.5%	53.5%	496	75.4%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	260	39.5%	57.0%	21.9%	260	39.5%	57.0%	21.8%
Career and Technical Education	53	8.1%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	58	8.8%	8.5%	8.0%	58	8.8%	8.5%	8.0%
Special Education	89	13.5%	10.4%	11.6%	89	13.5%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	89							
By Type of Primary Disability Students with Intellectual Disabilities	58	65.2%	59.7%	43.0%				
Students with Physical Disabilities	5	5.6%	13.3%	20.8%				
Students with Autism	10	11.2%	10.1%	14.7%				
Students with Behavioral Disabilities	16	18.0%	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	77	9.6%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	76	9.5%	12.3%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	1	0.1%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	13	10.7%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	39	12.7%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	76	10.3%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	85	17.3%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.3%	1.9%	-	0.0%	5.2%
Grade 1	-	4.7%	2.9%	-	3.8%	4.2%
Grade 2	-	3.0%	1.7%	-	0.0%	2.2%
Grade 3	-	2.0%	1.0%	-	2.0%	1.0%
Grade 4	-	1.7%	0.7%	-	2.7%	0.7%
Grade 5	-	1.1%	0.5%	-	0.8%	0.7%
Grade 6	0.9%	1.1%	0.6%	0.0%	0.0%	0.6%
Grade 7	1.0%	2.1%	0.7%	0.0%	0.0%	0.7%
Grade 8	0.5%	2.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.5	18.7
Grade 1	-	18.4	18.7
Grade 2	-	17.9	18.6
Grade 3	-	18.0	18.7
Grade 4	-	17.4	18.8
Grade 5	-	18.8	20.2
Grade 6	14.5	16.0	19.2
Secondary:			
English/Language Arts	16.0	16.8	16.3
Foreign Languages	20.3	19.7	18.4
Mathematics	16.0	17.6	17.5

Class Size Information	Campus	District	State
Science	16.0	16.6	18.5
Social Studies	12.9	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	77.6	100.0%	100.0%	100.0%
Professional Staff:	70.8	91.2%	55.8%	64.1%
Teachers	60.4	77.9%	42.0%	49.3%
Professional Support	7.3	9.4%	11.0%	10.7%
Campus Administration (School Leadership)	3.0	3.9%	1.9%	2.9%
Educational Aides:	6.8	8.8%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	3.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	75.6	97.4%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	58.4	96.7%	96.6%	28.9%
White	2.0	3.3%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	21.8	36.1%	35.4%	24.1%
Females	38.6	63.9%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	49.4	81.8%	80.8%	72.6%
Masters	11.0	18.2%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.4	8.9%	6.9%	7.9%
1-5 Years Experience	10.8	17.9%	20.4%	26.7%
6-10 Years Experience	18.8	31.1%	25.8%	20.6%
11-20 Years Experience	18.6	30.8%	34.3%	28.6%
21-30 Years Experience	4.9	8.0%	9.6%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
W A TODD MIDDLE (108902048) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	2.0	3.3%	3.0%	2.9%
Number of Students per Teacher	10.9	n/a	13.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.1	6.3
Average Years Experience of Principals with District	12.0	7.1	5.4
Average Years Experience of Assistant Principals	11.5	6.7	5.5
Average Years Experience of Assistant Principals with District	11.5	5.8	4.8
Average Years Experience of Teachers:	10.9	11.5	11.1
Average Years Experience of Teachers with District:	9.5	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$55,364	$53,500	$51,054
1-5 Years Experience	$52,862	$53,852	$54,577
6-10 Years Experience	$57,244	$56,098	$57,746
11-20 Years Experience	$58,637	$60,197	$61,377
21-30 Years Experience	$66,715	$64,449	$65,949
Over 30 Years Experience	$75,109	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$58,073	$58,223	$58,887
Professional Support	$65,089	$63,600	$69,505
Campus Administration (School Leadership)	$87,950	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	1.2%	6.3%	6.2%
Career and Technical Education	1.6	2.6%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	3.1	5.1%	1.4%	1.7%
Regular Education	44.1	73.0%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	9.8	16.3%	8.0%	9.6%
Other	1.1	1.8%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: GUZMAN EL

Campus Number: 108902102

2022 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**57%**	-	57%	-	-	-	-	-	14%	-	60%	46%	57%	41%
	2021	67%	32%	**17%**	-	17%	-	-	-	-	-	*	*	21%	0%	17%	13%
At Meets Grade Level or Above	2022	51%	29%	**30%**	-	30%	-	-	-	-	-	0%	-	32%	23%	30%	7%
	2021	39%	12%	**2%**	-	2%	-	-	-	-	-	*	*	3%	0%	2%	0%
At Masters Grade Level	2022	30%	13%	**13%**	-	13%	-	-	-	-	-	0%	-	12%	15%	13%	4%
	2021	19%	5%	**2%**	-	2%	-	-	-	-	-	*	*	3%	0%	2%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**41%**	-	41%	-	-	-	-	-	14%	-	42%	38%	43%	33%
	2021	62%	26%	**20%**	-	20%	-	-	-	-	-	*	*	21%	14%	20%	27%
At Meets Grade Level or Above	2022	43%	24%	**11%**	-	11%	-	-	-	-	-	0%	-	8%	23%	11%	11%
	2021	31%	9%	**2%**	-	2%	-	-	-	-	-	*	*	3%	0%	2%	0%
At Masters Grade Level	2022	21%	9%	**5%**	-	5%	-	-	-	-	-	0%	-	2%	15%	5%	0%
	2021	14%	4%	**2%**	-	2%	-	-	-	-	-	*	*	3%	0%	2%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	**53%**	-	53%	-	-	-	-	-	*	*	59%	36%	53%	38%
	2021	63%	36%	**19%**	-	19%	-	-	-	-	-	*	*	19%	17%	19%	10%
At Meets Grade Level or Above	2022	54%	32%	**23%**	-	23%	-	-	-	-	-	*	*	28%	7%	22%	13%
	2021	36%	16%	**7%**	-	7%	-	-	-	-	-	*	*	10%	0%	7%	10%
At Masters Grade Level	2022	28%	12%	**2%**	-	2%	-	-	-	-	-	*	*	2%	0%	2%	0%
	2021	17%	5%	**4%**	-	4%	-	-	-	-	-	*	*	5%	0%	4%	10%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	**73%**	-	73%	-	-	-	-	-	*	*	76%	64%	73%	79%
	2021	59%	29%	**25%**	-	25%	-	-	-	-	-	*	*	23%	33%	25%	27%
At Meets Grade Level or Above	2022	43%	26%	**42%**	-	42%	-	-	-	-	-	*	*	41%	43%	41%	38%
	2021	36%	12%	**7%**	-	7%	-	-	-	-	-	*	*	5%	17%	7%	9%
At Masters Grade Level	2022	23%	9%	**15%**	-	15%	-	-	-	-	-	*	*	15%	14%	14%	17%
	2021	21%	5%	**4%**	-	4%	-	-	-	-	-	*	*	5%	0%	4%	9%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	**65%**	-	65%	-	-	-	-	-	40%	*	59%	90%	65%	52%
	2021	73%	51%	**47%**	-	47%	-	-	-	-	-	*	*	38%	69%	47%	67%
At Meets Grade Level or Above	2022	58%	39%	**37%**	-	37%	-	-	-	-	-	0%	*	33%	50%	35%	30%
	2021	46%	21%	**17%**	-	17%	-	-	-	-	-	*	*	15%	23%	17%	22%
At Masters Grade Level	2022	36%	22%	**22%**	-	22%	-	-	-	-	-	0%	*	18%	40%	23%	17%
	2021	30%	11%	**11%**	-	11%	-	-	-	-	-	*	*	15%	0%	11%	6%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**53%**	-	53%	-	-	-	-	-	0%	*	49%	70%	52%	61%
	2021	70%	38%	**20%**	-	20%	-	-	-	-	-	20%	*	22%	15%	20%	17%
At Meets Grade Level or Above	2022	48%	38%	**31%**	-	31%	-	-	-	-	-	0%	*	26%	50%	31%	26%
	2021	44%	15%	**4%**	-	4%	-	-	-	-	-	0%	*	3%	8%	4%	0%
At Masters Grade Level	2022	25%	17%	**8%**	-	8%	-	-	-	-	-	0%	*	8%	10%	8%	9%
	2021	25%	6%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	**47%**	-	47%	-	-	-	-	-	40%	*	41%	70%	48%	30%
	2021	62%	29%	**25%**	-	25%	-	-	-	-	-	*	*	26%	23%	25%	22%
At Meets Grade Level or Above	2022	38%	23%	**14%**	-	14%	-	-	-	-	-	0%	*	10%	30%	15%	0%
	2021	31%	7%	**6%**	-	6%	-	-	-	-	-	*	*	9%	0%	6%	6%
At Masters Grade Level	2022	18%	9%	**2%**	-	2%	-	-	-	-	-	0%	*	3%	0%	2%	0%
	2021	13%	3%	**2%**	-	2%	-	-	-	-	-	*	*	3%	0%	2%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**56%**	-	56%	-	-	-	-	-	29%	75%	55%	57%	56%	47%
	2021	67%	41%	**24%**	-	24%	-	-	-	-	-	4%	13%	23%	27%	24%	26%
At Meets Grade Level or Above	2022	48%	31%	**27%**	-	27%	-	-	-	-	-	0%	50%	26%	31%	26%	18%
	2021	41%	19%	**6%**	-	6%	-	-	-	-	-	0%	0%	6%	7%	6%	7%
At Masters Grade Level	2022	23%	12%	**9%**	-	9%	-	-	-	-	-	0%	13%	8%	13%	9%	6%
	2021	18%	6%	**3%**	-	3%	-	-	-	-	-	0%	0%	4%	0%	3%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**58%**	-	58%	-	-	-	-	-	33%	*	59%	54%	58%	43%
	2021	68%	43%	**30%**	-	30%	-	-	-	-	-	0%	*	27%	38%	30%	35%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	32%	**30%**	-	30%	-	-	-	-	-	0%	*	31%	24%	29%	16%
	2021	45%	22%	**10%**	-	10%	-	-	-	-	-	0%	*	9%	12%	10%	12%
At Masters Grade Level	2022	25%	11%	**12%**	-	12%	-	-	-	-	-	0%	*	10%	16%	12%	7%
	2021	18%	5%	**6%**	-	6%	-	-	-	-	-	0%	*	8%	0%	6%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**56%**	-	56%	-	-	-	-	-	20%	*	56%	57%	56%	57%
	2021	66%	35%	**21%**	-	21%	-	-	-	-	-	10%	*	22%	19%	21%	23%
At Meets Grade Level or Above	2022	42%	26%	**27%**	-	27%	-	-	-	-	-	0%	*	24%	38%	27%	24%
	2021	37%	11%	**4%**	-	4%	-	-	-	-	-	0%	*	3%	8%	4%	2%
At Masters Grade Level	2022	20%	9%	**9%**	-	9%	-	-	-	-	-	0%	*	8%	14%	9%	8%
	2021	18%	4%	**2%**	-	2%	-	-	-	-	-	0%	*	2%	0%	2%	2%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**47%**	-	47%	-	-	-	-	-	40%	*	41%	70%	48%	30%
	2021	71%	46%	**25%**	-	25%	-	-	-	-	-	*	*	26%	23%	25%	22%
At Meets Grade Level or Above	2022	47%	30%	**14%**	-	14%	-	-	-	-	-	0%	*	10%	30%	15%	0%
	2021	44%	18%	**6%**	-	6%	-	-	-	-	-	*	*	9%	0%	6%	6%
At Masters Grade Level	2022	21%	10%	**2%**	-	2%	-	-	-	-	-	0%	*	3%	0%	2%	0%
	2021	20%	5%	**2%**	-	2%	-	-	-	-	-	*	*	3%	0%	2%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**8%**	-	8%	-	-	-	-	-	0%	-	6%	15%	8%	4%
	2021	24%	6%	**2%**	-	2%	-	-	-	-	-	*	*	3%	0%	2%	0%
Reading and Mathematics Including EOC	2022	36%	17%	**8%**	-	8%	-	-	-	-	-	0%	-	6%	15%	8%	4%
	2021	24%	6%	**2%**	-	2%	-	-	-	-	-	*	*	3%	0%	2%	0%
Reading Including EOC	2022	51%	29%	**30%**	-	30%	-	-	-	-	-	0%	-	32%	23%	30%	7%
	2021	38%	12%	**2%**	-	2%	-	-	-	-	-	*	*	3%	0%	2%	0%
Math Including EOC	2022	43%	24%	**11%**	-	11%	-	-	-	-	-	0%	-	8%	23%	11%	11%
	2021	31%	9%	**2%**	-	2%	-	-	-	-	-	*	*	3%	0%	2%	0%
4th Graders																	
Reading and Mathematics	2022	36%	18%	**20%**	-	20%	-	-	-	-	-	*	*	24%	7%	19%	13%
	2021	26%	8%	**4%**	-	4%	-	-	-	-	-	*	*	5%	0%	4%	10%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	18%	**20%**	-	20%	-	-	-	-	-	*	*	24%	7%	19%	13%
	2021	26%	8%	**4%**	-	4%	-	-	-	-	-	*	*	5%	0%	4%	10%
Reading Including EOC	2022	54%	32%	**23%**	-	23%	-	-	-	-	-	*	*	28%	7%	22%	13%
	2021	36%	16%	**7%**	-	7%	-	-	-	-	-	*	*	10%	0%	7%	10%
Math Including EOC	2022	43%	26%	**42%**	-	42%	-	-	-	-	-	*	*	41%	43%	41%	38%
	2021	36%	12%	**7%**	-	7%	-	-	-	-	-	*	*	5%	17%	7%	9%
5th Graders																	
Reading and Mathematics	2022	41%	26%	**24%**	-	24%	-	-	-	-	-	0%	*	18%	50%	25%	17%
	2021	34%	9%	**2%**	-	2%	-	-	-	-	-	*	*	3%	0%	2%	0%
Reading and Mathematics Including EOC	2022	41%	26%	**24%**	-	24%	-	-	-	-	-	0%	*	18%	50%	25%	17%
	2021	34%	9%	**2%**	-	2%	-	-	-	-	-	*	*	3%	0%	2%	0%
Reading Including EOC	2022	58%	39%	**37%**	-	37%	-	-	-	-	-	0%	*	33%	50%	35%	30%
	2021	46%	21%	**17%**	-	17%	-	-	-	-	-	*	*	15%	23%	17%	22%
Math Including EOC	2022	48%	38%	**31%**	-	31%	-	-	-	-	-	0%	*	26%	50%	31%	26%
	2021	44%	15%	**4%**	-	4%	-	-	-	-	-	0%	*	3%	8%	4%	0%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**17%**	-	17%	-	-	-	-	-	0%	*	16%	22%	17%	11%
	2021	26%	7%	**3%**	-	3%	-	-	-	-	-	0%	*	3%	0%	3%	2%
Reading and Mathematics Including EOC	2022	36%	21%	**17%**	-	17%	-	-	-	-	-	0%	*	16%	22%	17%	11%
	2021	28%	8%	**3%**	-	3%	-	-	-	-	-	0%	*	3%	0%	3%	2%
Reading Including EOC	2022	53%	35%	**30%**	-	30%	-	-	-	-	-	0%	*	31%	24%	29%	16%
	2021	41%	18%	**10%**	-	10%	-	-	-	-	-	0%	*	9%	12%	10%	12%
Math Including EOC	2022	43%	30%	**27%**	-	27%	-	-	-	-	-	0%	*	24%	38%	27%	24%
	2021	37%	11%	**4%**	-	4%	-	-	-	-	-	0%	*	3%	8%	4%	2%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
GUZMAN EL (108902102) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	**84**	-	84	-	-	-	-	-	*	*	88	71	83	84
	2019	61	59	**66**	-	66	-	-	-	-	-	*	-	70	50	66	63
Grade 4 Mathematics	2022	74	84	**96**	-	96	-	-	-	-	-	*	*	98	92	96	100
	2019	65	60	**52**	-	52	-	-	-	-	-	*	-	51	54	52	63
Grade 5 ELA/Reading	2022	87	89	**90**	-	90	-	-	-	-	-	80	*	87	100	89	85
	2019	81	74	**68**	-	68	-	-	-	-	-	50	*	73	60	70	70
Grade 5 Mathematics	2022	79	91	**86**	-	86	-	-	-	-	-	40	*	86	88	86	90
	2019	83	82	**78**	-	78	-	-	-	-	-	57	*	81	73	78	74
All Grades Both Subjects	2022	74	79	**89**	-	89	-	-	-	-	-	73	60	90	86	89	91
	2019	69	64	**66**	-	66	-	-	-	-	-	47	*	68	61	66	67
All Grades ELA/Reading	2022	78	80	**86**	-	86	-	-	-	-	-	86	*	87	81	85	84
	2019	68	64	**67**	-	67	-	-	-	-	-	44	*	71	56	68	66
All Grades Mathematics	2022	69	78	**92**	-	92	-	-	-	-	-	63	*	93	90	92	95
	2019	70	65	**65**	-	65	-	-	-	-	-	50	*	65	66	64	68

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
GUZMAN EL (108902102) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**56%**	46%	34%	-	-	-	92%	-	-	-	-	38%	62%	47%	-
	2021	67%	41%	**24%**	25%	20%	-	-	-	27%	-	-	-	-	0%	23%	23%	83%
At Meets Grade Level or Above	2022	48%	31%	**27%**	20%	11%	-	-	-	58%	-	-	-	-	0%	34%	18%	-
	2021	41%	19%	**6%**	6%	0%	-	-	-	8%	-	-	-	-	0%	6%	5%	33%
At Masters Grade Level	2022	23%	12%	**9%**	7%	2%	-	-	-	25%	-	-	-	-	0%	12%	6%	-
	2021	18%	6%	**3%**	2%	0%	-	-	-	3%	-	-	-	-	0%	3%	2%	33%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**58%**	45%	30%	-	-	-	100%	-	-	-	-	*	69%	43%	-
	2021	68%	43%	**30%**	34%	13%	-	-	-	48%	-	-	-	-	*	26%	32%	*
At Meets Grade Level or Above	2022	53%	32%	**30%**	17%	9%	-	-	-	50%	-	-	-	-	*	40%	16%	-
	2021	45%	22%	**10%**	11%	0%	-	-	-	17%	-	-	-	-	*	8%	10%	*
At Masters Grade Level	2022	25%	11%	**12%**	3%	4%	-	-	-	0%	-	-	-	-	*	15%	7%	-
	2021	18%	5%	**6%**	3%	0%	-	-	-	4%	-	-	-	-	*	7%	2%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**56%**	48%	39%	-	-	-	83%	-	-	-	-	*	55%	57%	-
	2021	66%	35%	**21%**	23%	27%	-	-	-	21%	-	-	-	-	*	20%	21%	*
At Meets Grade Level or Above	2022	42%	26%	**27%**	24%	13%	-	-	-	67%	-	-	-	-	*	30%	24%	-
	2021	37%	11%	**4%**	3%	0%	-	-	-	4%	-	-	-	-	*	5%	2%	*
At Masters Grade Level	2022	20%	9%	**9%**	10%	0%	-	-	-	50%	-	-	-	-	*	10%	8%	-
	2021	18%	4%	**2%**	3%	0%	-	-	-	4%	-	-	-	-	*	1%	2%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**47%**	*	*	-	-	-	-	-	-	-	-	-	62%	30%	-
	2021	71%	46%	**25%**	13%	-	-	-	-	13%	-	-	-	-	*	27%	13%	*
At Meets Grade Level or Above	2022	47%	30%	**14%**	*	*	-	-	-	-	-	-	-	-	-	27%	0%	-
	2021	44%	18%	**6%**	0%	-	-	-	-	0%	-	-	-	-	*	7%	0%	*
At Masters Grade Level	2022	21%	10%	**2%**	*	*	-	-	-	-	-	-	-	-	-	4%	0%	-
	2021	20%	5%	**2%**	0%	-	-	-	-	0%	-	-	-	-	*	0%	0%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**89%**	91%	*	-	-	-	90%	-	-	-	-	-	88%	91%	-
	2019	69%	64%	**66%**	69%	69%	-	-	-		-	-	-		*		67%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
GUZMAN EL (108902102) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**86%**	80%	-	-	-	-	80%	-	-	-	-	-	87%	84%	-
	2019	68%	64%	**67%**	69%	69%	-	-	-		-	-	-		*		67%	
All Grades Mathematics	2022	69%	78%	**92%**	100%	*	-	-	-	100%	-	-	-	-	-	90%	95%	-
	2019	70%	65%	**65%**	69%	69%	-	-	-		-	-	-		*		67%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	**95%**	-	96%	-	-	-	-	-	100%	100%	98%	86%	96%	97%
Not Included in Accountability: Mobile	5%	5%	**5%**	-	4%	-	-	-	-	-	0%	0%	2%	14%	4%	3%
Not Included in Accountability: Other Exclusions	1%	3%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	88%	**96%**	-	96%	-	-	-	-	-	100%	*	99%	86%	96%	97%
Not Included in Accountability: Mobile	5%	5%	**4%**	-	4%	-	-	-	-	-	0%	*	1%	14%	4%	3%
Not Included in Accountability: Other Exclusions	2%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**96%**	-	96%	-	-	-	-	-	100%	*	99%	86%	96%	97%
Not Included in Accountability: Mobile	5%	6%	**4%**	-	4%	-	-	-	-	-	0%	*	1%	14%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**94%**	-	96%	-	-	-	-	-	100%	*	98%	83%	94%	96%
Not Included in Accountability: Mobile	4%	5%	**6%**	-	4%	-	-	-	-	-	0%	*	3%	17%	6%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**80%**	-	80%	-	-	-	-	-	84%	100%	80%	80%	81%	91%
Included in Accountability	83%	63%	**71%**	-	71%	-	-	-	-	-	68%	89%	70%	73%	72%	84%
Not Included in Accountability: Mobile	3%	2%	**8%**	-	8%	-	-	-	-	-	16%	11%	9%	7%	8%	6%
Not Included in Accountability: Other Exclusions	1%	5%	**0%**	-	0%	-	-	-	-	-	0%	0%	1%	0%	0%	1%
Not Tested	12%	29%	**20%**	-	20%	-	-	-	-	-	16%	0%	20%	20%	19%	9%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	28%	**20%**	-	20%	-	-	-	-	-	16%	0%	20%	20%	19%	9%
Reading																
Assessment Participant	89%	75%	**80%**	-	80%	-	-	-	-	-	77%	*	80%	81%	81%	92%
Included in Accountability	83%	61%	**71%**	-	71%	-	-	-	-	-	62%	*	70%	72%	72%	83%
Not Included in Accountability: Mobile	3%	2%	**9%**	-	9%	-	-	-	-	-	15%	*	9%	8%	8%	6%
Not Included in Accountability: Other Exclusions	3%	11%	**1%**	-	1%	-	-	-	-	-	0%	*	2%	0%	1%	4%
Not Tested	11%	25%	**20%**	-	20%	-	-	-	-	-	23%	*	20%	19%	19%	8%
Absent	2%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**20%**	-	20%	-	-	-	-	-	23%	*	20%	19%	19%	8%
Mathematics																
Assessment Participant	88%	67%	**82%**	-	82%	-	-	-	-	-	92%	*	82%	81%	83%	90%
Included in Accountability	84%	64%	**73%**	-	73%	-	-	-	-	-	77%	*	73%	72%	74%	85%
Not Included in Accountability: Mobile	4%	3%	**9%**	-	9%	-	-	-	-	-	15%	*	9%	8%	8%	6%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	12%	33%	**18%**	-	18%	-	-	-	-	-	8%	*	18%	19%	18%	10%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**18%**	-	18%	-	-	-	-	-	8%	*	18%	19%	18%	10%
Science																
Assessment Participant	87%	68%	**81%**	-	81%	-	-	-	-	-	75%	*	80%	82%	82%	90%
Included in Accountability	84%	65%	**71%**	-	71%	-	-	-	-	-	50%	*	69%	76%	72%	86%
Not Included in Accountability: Mobile	3%	2%	**10%**	-	10%	-	-	-	-	-	25%	*	12%	6%	10%	5%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	32%	**19%**	-	19%	-	-	-	-	-	25%	*	20%	18%	18%	10%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**19%**	-	19%	-	-	-	-	-	25%	*	20%	18%	18%	10%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**97.7%**	-	97.7%	-	-	-	-	-	97.2%	97.7%	99.0%
2019-20	98.3%	96.9%	**98.2%**	-	98.2%	-	-	-	-	*	96.5%	98.2%	98.5%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**9.1%**	-	9.1%	-	-	-	-	-	17.4%	9.3%	3.1%
2019-20	6.7%	11.1%	**4.2%**	-	4.2%	-	-	-	-	*	20.0%	3.8%	1.7%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	407	100.0%	13,060	5,402,928	407	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	1	0.2%	0.2%	0.3%	1	0.2%	0.2%	0.4%
Pre-Kindergarten	53	13.0%	4.3%	4.1%	53	13.0%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	16	3.9%	1.0%	0.6%	16	3.9%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	37	9.1%	3.3%	3.5%	37	9.1%	3.3%	3.5%
Kindergarten	51	12.5%	5.8%	6.8%	51	12.5%	5.8%	6.8%
Grade 1	60	14.7%	6.8%	7.1%	60	14.7%	6.8%	7.1%
Grade 2	66	16.2%	7.0%	7.1%	66	16.2%	7.0%	7.1%
Grade 3	65	16.0%	6.6%	7.1%	65	16.0%	6.6%	7.1%
Grade 4	61	15.0%	6.7%	7.1%	61	15.0%	6.7%	7.1%
Grade 5	50	12.3%	7.2%	7.2%	50	12.3%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	404	99.3%	99.7%	52.8%	404	99.3%	99.7%	52.7%
White	2	0.5%	0.2%	26.3%	2	0.5%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	1	0.2%	0.0%	4.8%	1	0.2%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	200	49.1%	48.4%	48.9%	200	49.1%	48.4%	48.8%
Male	207	50.9%	51.6%	51.1%	207	50.9%	51.6%	51.2%
Economically Disadvantaged	398	97.8%	94.6%	60.7%	398	97.8%	94.6%	60.6%
Non-Educationally Disadvantaged	9	2.2%	5.4%	39.3%	9	2.2%	5.4%	39.4%
Section 504 Students	12	2.9%	3.6%	7.4%	12	2.9%	3.6%	7.4%
EB Students/EL	170	41.8%	56.1%	21.7%	170	41.8%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	6	1.5%	0.7%	5.0%	6	1.5%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	23	5.7%	7.4%	1.1%	23	5.7%	7.4%	1.1%
Immigrant	3	0.7%	1.5%	2.0%	3	0.7%	1.5%	2.0%
Migrant	18	4.4%	3.7%	0.3%	18	4.4%	3.7%	0.3%
Title I	407	100.0%	100.0%	64.3%	407	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	311	76.4%	82.5%	53.5%	311	76.4%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	171	42.0%	57.0%	21.9%	171	42.0%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	24	5.9%	8.5%	8.0%	24	5.9%	8.5%	8.0%
Special Education	27	6.6%	10.4%	11.6%	27	6.6%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	27							
By Type of Primary Disability Students with Intellectual Disabilities	6	22.2%	59.7%	43.0%				
Students with Physical Disabilities	11	40.7%	13.3%	20.8%				
Students with Autism	5	18.5%	10.1%	14.7%				
Students with Behavioral Disabilities	*	*	15.4%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	54	18.1%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	54	18.1%	12.3%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	4	17.4%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	14	14.6%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	53	18.1%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	82	28.0%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.0%	1.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	5.6%	4.7%	2.9%	50.0%	3.8%	4.2%
Grade 2	4.3%	3.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	0.0%	2.0%	1.0%	0.0%	2.0%	1.0%
Grade 4	6.7%	1.7%	0.7%	0.0%	2.7%	0.7%
Grade 5	0.0%	1.1%	0.5%	0.0%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	24.1	18.5	18.7
Grade 1	20.0	18.4	18.7
Grade 2	21.7	17.9	18.6
Grade 3	21.7	18.0	18.7
Grade 4	20.4	17.4	18.8
Grade 5	25.0	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

Texas Education Agency

2021-22 Staff Information (TAPR)

GUZMAN EL (108902102) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	41.6	100.0%	100.0%	100.0%
Professional Staff:	28.0	67.4%	55.8%	64.1%
Teachers	22.3	53.7%	42.0%	49.3%
Professional Support	4.7	11.3%	11.0%	10.7%
Campus Administration (School Leadership)	1.0	2.4%	1.9%	2.9%
Educational Aides:	13.5	32.6%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	41.6	100.0%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	22.3	100.0%	96.6%	28.9%
White	0.0	0.0%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	7.0	31.4%	35.4%	24.1%
Females	15.3	68.6%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.9	4.0%	1.1%	1.4%
Bachelors	18.4	82.5%	80.8%	72.6%
Masters	3.0	13.4%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	4.9	22.0%	6.9%	7.9%
1-5 Years Experience	3.8	17.0%	20.4%	26.7%
6-10 Years Experience	5.8	25.8%	25.8%	20.6%
11-20 Years Experience	6.0	26.8%	34.3%	28.6%
21-30 Years Experience	1.9	8.4%	9.6%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
GUZMAN EL (108902102) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	18.2	n/a	13.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	7.1	6.3
Average Years Experience of Principals with District	14.0	7.1	5.4
Average Years Experience of Assistant Principals	0.0	6.7	5.5
Average Years Experience of Assistant Principals with District	0.0	5.8	4.8
Average Years Experience of Teachers:	9.4	11.5	11.1
Average Years Experience of Teachers with District:	8.3	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,979	$53,500	$51,054
1-5 Years Experience	$54,874	$53,852	$54,577
6-10 Years Experience	$56,644	$56,098	$57,746
11-20 Years Experience	$61,230	$60,197	$61,377
21-30 Years Experience	$67,590	$64,449	$65,949
Over 30 Years Experience	-	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$57,469	$58,223	$58,887
Professional Support	$66,203	$63,600	$69,505
Campus Administration (School Leadership)	$92,708	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	2.1	9.5%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	17.8	79.6%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	2.4	10.9%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: T PRICE EL

Campus Number: 108902103

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in Mathematics

Academic Achievement in Science

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**41%**	-	41%	-	-	-	-	-	*	*	41%	*	40%	36%
	2021	67%	32%	**26%**	-	26%	-	-	-	-	-	40%	*	23%	44%	25%	28%
At Meets Grade Level or Above	2022	51%	29%	**20%**	-	20%	-	-	-	-	-	*	*	18%	*	18%	14%
	2021	39%	12%	**10%**	-	10%	-	-	-	-	-	40%	*	10%	11%	8%	8%
At Masters Grade Level	2022	30%	13%	**9%**	-	9%	-	-	-	-	-	*	*	9%	*	9%	4%
	2021	19%	5%	**2%**	-	2%	-	-	-	-	-	20%	*	2%	0%	2%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**48%**	-	48%	-	-	-	-	-	*	*	48%	*	47%	39%
	2021	62%	26%	**28%**	-	28%	-	-	-	-	-	40%	*	27%	33%	27%	33%
At Meets Grade Level or Above	2022	43%	24%	**15%**	-	15%	-	-	-	-	-	*	*	16%	*	13%	14%
	2021	31%	9%	**7%**	-	7%	-	-	-	-	-	40%	*	8%	0%	5%	3%
At Masters Grade Level	2022	21%	9%	**2%**	-	2%	-	-	-	-	-	*	*	2%	*	2%	0%
	2021	14%	4%	**2%**	-	2%	-	-	-	-	-	20%	*	2%	0%	2%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	**58%**	-	58%	-	-	-	-	-	56%	*	58%	56%	54%	51%
	2021	63%	36%	**35%**	-	35%	-	-	-	-	-	33%	-	36%	33%	34%	24%
At Meets Grade Level or Above	2022	54%	32%	**35%**	-	35%	-	-	-	-	-	44%	*	33%	44%	34%	33%
	2021	36%	16%	**23%**	-	23%	-	-	-	-	-	33%	-	20%	33%	22%	17%
At Masters Grade Level	2022	28%	12%	**17%**	-	17%	-	-	-	-	-	11%	*	13%	31%	17%	18%
	2021	17%	5%	**5%**	-	5%	-	-	-	-	-	0%	-	6%	0%	5%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	**63%**	-	63%	-	-	-	-	-	44%	*	62%	69%	63%	69%
	2021	59%	29%	**38%**	-	38%	-	-	-	-	-	33%	-	38%	40%	38%	34%
At Meets Grade Level or Above	2022	43%	26%	**30%**	-	30%	-	-	-	-	-	33%	*	25%	44%	28%	33%
	2021	36%	12%	**15%**	-	15%	-	-	-	-	-	33%	-	12%	27%	16%	17%
At Masters Grade Level	2022	23%	9%	**17%**	-	17%	-	-	-	-	-	0%	*	16%	19%	15%	21%
	2021	21%	5%	**8%**	-	8%	-	-	-	-	-	0%	-	8%	7%	8%	7%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	**64%**	-	65%	-	-	-	-	-	*	-	62%	73%	61%	56%
	2021	73%	51%	**47%**	-	47%	-	-	-	-	-	*	*	48%	43%	44%	45%
At Meets Grade Level or Above	2022	58%	39%	**29%**	-	29%	-	-	-	-	-	*	-	24%	45%	24%	26%
	2021	46%	21%	**26%**	-	26%	-	-	-	-	-	*	*	28%	14%	22%	29%
At Masters Grade Level	2022	36%	22%	**20%**	-	20%	-	-	-	-	-	*	-	18%	27%	16%	15%
	2021	30%	11%	**9%**	-	9%	-	-	-	-	-	*	*	9%	14%	10%	6%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**63%**	-	64%	-	-	-	-	-	*	-	58%	82%	61%	59%
	2021	70%	38%	**36%**	-	36%	-	-	-	-	-	*	*	37%	29%	36%	35%
At Meets Grade Level or Above	2022	48%	38%	**45%**	-	45%	-	-	-	-	-	*	-	42%	55%	41%	37%
	2021	44%	15%	**9%**	-	9%	-	-	-	-	-	*	*	11%	0%	10%	6%
At Masters Grade Level	2022	25%	17%	**25%**	-	25%	-	-	-	-	-	*	-	22%	36%	24%	26%
	2021	25%	6%	**4%**	-	4%	-	-	-	-	-	*	*	4%	0%	4%	3%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	**54%**	-	55%	-	-	-	-	-	*	-	53%	55%	51%	52%
	2021	62%	29%	**28%**	-	28%	-	-	-	-	-	*	*	30%	14%	28%	23%
At Meets Grade Level or Above	2022	38%	23%	**27%**	-	27%	-	-	-	-	-	*	-	27%	27%	22%	22%
	2021	31%	7%	**4%**	-	4%	-	-	-	-	-	*	*	4%	0%	4%	3%
At Masters Grade Level	2022	18%	9%	**14%**	-	15%	-	-	-	-	-	*	-	13%	18%	8%	7%
	2021	13%	3%	**2%**	-	2%	-	-	-	-	-	*	*	2%	0%	2%	3%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**57%**	-	57%	-	-	-	-	-	33%	67%	55%	65%	54%	53%
	2021	67%	41%	**34%**	-	34%	-	-	-	-	-	32%	30%	34%	35%	33%	31%
At Meets Grade Level or Above	2022	48%	31%	**29%**	-	30%	-	-	-	-	-	28%	0%	27%	42%	26%	27%
	2021	41%	19%	**14%**	-	14%	-	-	-	-	-	32%	10%	13%	17%	13%	12%
At Masters Grade Level	2022	23%	12%	**15%**	-	16%	-	-	-	-	-	3%	0%	14%	25%	13%	13%
	2021	18%	6%	**4%**	-	4%	-	-	-	-	-	11%	10%	4%	2%	4%	2%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**55%**	-	56%	-	-	-	-	-	38%	*	54%	62%	52%	48%
	2021	68%	43%	**36%**	-	36%	-	-	-	-	-	36%	*	35%	39%	34%	32%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	32%	**29%**	-	29%	-	-	-	-	-	31%	*	26%	45%	26%	26%
	2021	45%	22%	**20%**	-	20%	-	-	-	-	-	36%	*	19%	23%	17%	18%
At Masters Grade Level	2022	25%	11%	**16%**	-	16%	-	-	-	-	-	6%	*	13%	28%	14%	13%
	2021	18%	5%	**5%**	-	5%	-	-	-	-	-	7%	*	5%	3%	5%	2%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**59%**	-	59%	-	-	-	-	-	31%	*	56%	72%	58%	57%
	2021	66%	35%	**34%**	-	34%	-	-	-	-	-	36%	*	34%	35%	34%	34%
At Meets Grade Level or Above	2022	42%	26%	**31%**	-	31%	-	-	-	-	-	25%	*	28%	45%	28%	29%
	2021	37%	11%	**11%**	-	11%	-	-	-	-	-	36%	*	10%	13%	10%	8%
At Masters Grade Level	2022	20%	9%	**16%**	-	16%	-	-	-	-	-	0%	*	14%	24%	14%	16%
	2021	18%	4%	**4%**	-	4%	-	-	-	-	-	14%	*	5%	3%	5%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**54%**	-	55%	-	-	-	-	-	*	-	53%	55%	51%	52%
	2021	71%	46%	**28%**	-	28%	-	-	-	-	-	*	*	30%	14%	28%	23%
At Meets Grade Level or Above	2022	47%	30%	**27%**	-	27%	-	-	-	-	-	*	-	27%	27%	22%	22%
	2021	44%	18%	**4%**	-	4%	-	-	-	-	-	*	*	4%	0%	4%	3%
At Masters Grade Level	2022	21%	10%	**14%**	-	15%	-	-	-	-	-	*	-	13%	18%	8%	7%
	2021	20%	5%	**2%**	-	2%	-	-	-	-	-	*	*	2%	0%	2%	3%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**9%**	-	9%	-	-	-	-	-	*	*	9%	*	7%	4%
	2021	24%	6%	**5%**	-	5%	-	-	-	-	-	40%	*	6%	0%	3%	3%
Reading and Mathematics Including EOC	2022	36%	17%	**9%**	-	9%	-	-	-	-	-	*	*	9%	*	7%	4%
	2021	24%	6%	**5%**	-	5%	-	-	-	-	-	40%	*	6%	0%	3%	3%
Reading Including EOC	2022	51%	29%	**20%**	-	20%	-	-	-	-	-	*	*	18%	*	18%	14%
	2021	38%	12%	**10%**	-	10%	-	-	-	-	-	40%	*	10%	11%	8%	8%
Math Including EOC	2022	43%	24%	**15%**	-	15%	-	-	-	-	-	*	*	16%	*	13%	14%
	2021	31%	9%	**7%**	-	7%	-	-	-	-	-	40%	*	8%	0%	5%	3%
4th Graders																	
Reading and Mathematics	2022	36%	18%	**23%**	-	23%	-	-	-	-	-	33%	*	18%	38%	20%	23%
	2021	26%	8%	**12%**	-	12%	-	-	-	-	-	33%	-	10%	20%	13%	14%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	18%	**23%**	-	23%	-	-	-	-	-	33%	*	18%	38%	20%	23%
	2021	26%	8%	**12%**	-	12%	-	-	-	-	-	33%	-	10%	20%	13%	14%
Reading Including EOC	2022	54%	32%	**35%**	-	35%	-	-	-	-	-	44%	*	33%	44%	34%	33%
	2021	36%	16%	**23%**	-	23%	-	-	-	-	-	33%	-	20%	33%	22%	17%
Math Including EOC	2022	43%	26%	**30%**	-	30%	-	-	-	-	-	33%	*	25%	44%	28%	33%
	2021	36%	12%	**15%**	-	15%	-	-	-	-	-	33%	-	12%	27%	16%	17%
5th Graders																	
Reading and Mathematics	2022	41%	26%	**27%**	-	27%	-	-	-	-	-	*	-	24%	36%	22%	22%
	2021	34%	9%	**6%**	-	6%	-	-	-	-	-	*	*	7%	0%	6%	6%
Reading and Mathematics Including EOC	2022	41%	26%	**27%**	-	27%	-	-	-	-	-	*	-	24%	36%	22%	22%
	2021	34%	9%	**6%**	-	6%	-	-	-	-	-	*	*	7%	0%	6%	6%
Reading Including EOC	2022	58%	39%	**29%**	-	29%	-	-	-	-	-	*	-	24%	45%	24%	26%
	2021	46%	21%	**26%**	-	26%	-	-	-	-	-	*	*	28%	14%	22%	29%
Math Including EOC	2022	48%	38%	**45%**	-	45%	-	-	-	-	-	*	-	42%	55%	41%	37%
	2021	44%	15%	**9%**	-	9%	-	-	-	-	-	*	*	11%	0%	10%	6%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**20%**	-	20%	-	-	-	-	-	25%	*	17%	34%	17%	17%
	2021	26%	7%	**8%**	-	8%	-	-	-	-	-	36%	*	7%	10%	8%	7%
Reading and Mathematics Including EOC	2022	36%	21%	**20%**	-	20%	-	-	-	-	-	25%	*	17%	34%	17%	17%
	2021	28%	8%	**8%**	-	8%	-	-	-	-	-	36%	*	7%	10%	8%	7%
Reading Including EOC	2022	53%	35%	**29%**	-	29%	-	-	-	-	-	31%	*	26%	45%	26%	26%
	2021	41%	18%	**20%**	-	20%	-	-	-	-	-	36%	*	19%	23%	17%	18%
Math Including EOC	2022	43%	30%	**31%**	-	31%	-	-	-	-	-	25%	*	28%	45%	28%	29%
	2021	37%	11%	**11%**	-	11%	-	-	-	-	-	36%	*	10%	13%	10%	8%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
T PRICE EL (108902103) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	**75**	-	75	-	-	-	-	-	*	*	73	85	74	70
	2019	61	59	**48**	-	48	-	-	-	-	-	39	-	47	50	51	52
Grade 4 Mathematics	2022	74	84	**84**	-	84	-	-	-	-	-	*	*	83	90	85	86
	2019	65	60	**71**	-	71	-	-	-	-	-	67	-	74	58	72	56
Grade 5 ELA/Reading	2022	87	89	**89**	-	89	-	-	-	-	-	*	-	90	89	90	90
	2019	81	74	**82**	-	82	-	-	-	-	-	86	-	83	81	83	86
Grade 5 Mathematics	2022	79	91	**89**	-	88	-	-	-	-	-	*	-	89	89	90	88
	2019	83	82	**59**	-	59	-	-	-	-	-	71	-	55	73	60	72
All Grades Both Subjects	2022	74	79	**84**	-	84	-	-	-	-	-	61	*	83	88	84	82
	2019	69	64	**65**	-	65	-	-	-	-	-	64	-	64	66	66	68
All Grades ELA/Reading	2022	78	80	**82**	-	82	-	-	-	-	-	64	*	81	87	82	78
	2019	68	64	**64**	-	64	-	-	-	-	-	59	-	63	67	66	71
All Grades Mathematics	2022	69	78	**86**	-	86	-	-	-	-	-	57	*	86	89	87	87
	2019	70	65	**66**	-	66	-	-	-	-	-	69	-	66	66	66	65

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\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
T PRICE EL (108902103) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**57%**	52%	48%	-	-	-	77%	-	-	-	-	-	61%	51%	100%
	2021	67%	41%	**34%**	28%	24%	-	-	-	35%	-	-	-	-	62%	38%	30%	64%
At Meets Grade Level or Above	2022	48%	31%	**29%**	28%	24%	-	-	-	46%	-	-	-	-	-	33%	25%	80%
	2021	41%	19%	**14%**	10%	6%	-	-	-	16%	-	-	-	-	31%	16%	11%	27%
At Masters Grade Level	2022	23%	12%	**15%**	13%	11%	-	-	-	23%	-	-	-	-	-	18%	12%	80%
	2021	18%	6%	**4%**	1%	1%	-	-	-	1%	-	-	-	-	23%	6%	2%	0%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**55%**	46%	42%	-	-	-	78%	-	-	-	-	-	65%	47%	*
	2021	68%	43%	**36%**	29%	19%	-	-	-	47%	-	-	-	-	60%	40%	30%	*
At Meets Grade Level or Above	2022	53%	32%	**29%**	25%	24%	-	-	-	33%	-	-	-	-	-	33%	24%	*
	2021	45%	22%	**20%**	15%	7%	-	-	-	30%	-	-	-	-	40%	22%	16%	*
At Masters Grade Level	2022	25%	11%	**16%**	12%	10%	-	-	-	22%	-	-	-	-	-	19%	11%	*
	2021	18%	5%	**5%**	1%	0%	-	-	-	3%	-	-	-	-	20%	8%	2%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**59%**	58%	54%	-	-	-	89%	-	-	-	-	-	61%	57%	*
	2021	66%	35%	**34%**	32%	28%	-	-	-	40%	-	-	-	-	60%	34%	34%	*
At Meets Grade Level or Above	2022	42%	26%	**31%**	29%	24%	-	-	-	67%	-	-	-	-	-	33%	28%	*
	2021	37%	11%	**11%**	8%	5%	-	-	-	13%	-	-	-	-	20%	13%	9%	*
At Masters Grade Level	2022	20%	9%	**16%**	14%	12%	-	-	-	33%	-	-	-	-	-	15%	15%	*
	2021	18%	4%	**4%**	2%	4%	-	-	-	0%	-	-	-	-	20%	6%	3%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**54%**	60%	*	-	-	-	63%	-	-	-	-	-	55%	50%	*
	2021	71%	46%	**28%**	15%	-	-	-	-	15%	-	-	-	-	*	36%	21%	*
At Meets Grade Level or Above	2022	47%	30%	**27%**	40%	*	-	-	-	38%	-	-	-	-	-	31%	19%	*
	2021	44%	18%	**4%**	0%	-	-	-	-	0%	-	-	-	-	*	5%	3%	*
At Masters Grade Level	2022	21%	10%	**14%**	10%	*	-	-	-	13%	-	-	-	-	-	21%	4%	*
	2021	20%	5%	**2%**	0%	-	-	-	-	0%	-	-	-	-	*	0%	3%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**84%**	81%	78%	-	-	-	94%	-	-	-	-	-	87%	82%	*
	2019	69%	64%	**65%**	49%	49%	-	-	-		81%	81%	-		*		66%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
T PRICE EL (108902103) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**82%**	76%	70%	-	-	-	100%	-	-	-	-	-	87%	77%	*
	2019	68%	64%	**64%**	46%	46%	-	-	-		91%	91%	-		*		70%	
All Grades Mathematics	2022	69%	78%	**86%**	86%	86%	-	-	-	88%	-	-	-	-	-	86%	86%	*
	2019	70%	65%	**66%**	52%	52%	-	-	-		72%	72%	-		*		63%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	**86%**	-	88%	0%	-	-	-	-	95%	75%	96%	58%	85%	86%
Not Included in Accountability: Mobile	5%	5%	**11%**	-	10%	100%	-	-	-	-	5%	25%	4%	33%	12%	10%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	-	2%	0%	-	-	-	-	0%	0%	0%	9%	3%	4%
Not Tested	1%	1%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	88%	**87%**	-	88%	*	-	-	-	-	94%	*	97%	57%	86%	87%
Not Included in Accountability: Mobile	5%	5%	**12%**	-	10%	*	-	-	-	-	6%	*	3%	35%	12%	9%
Not Included in Accountability: Other Exclusions	2%	5%	**2%**	-	2%	*	-	-	-	-	0%	*	0%	8%	2%	4%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**87%**	-	88%	*	-	-	-	-	94%	*	97%	57%	86%	87%
Not Included in Accountability: Mobile	5%	6%	**12%**	-	10%	*	-	-	-	-	6%	*	3%	35%	12%	9%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	*	-	-	-	-	0%	*	0%	8%	2%	4%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	*	-	-	-	-	*	-	100%	100%	100%	100%
Included in Accountability	93%	92%	**85%**	-	86%	*	-	-	-	-	*	-	94%	61%	84%	79%
Not Included in Accountability: Mobile	4%	5%	**11%**	-	9%	*	-	-	-	-	*	-	6%	22%	11%	12%
Not Included in Accountability: Other Exclusions	1%	1%	**5%**	-	5%	*	-	-	-	-	*	-	0%	17%	5%	9%
Not Tested	2%	2%	**0%**	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**93%**	-	93%	-	-	-	-	-	80%	100%	92%	96%	93%	97%
Included in Accountability	83%	63%	**88%**	-	88%	-	-	-	-	-	67%	100%	90%	79%	88%	88%
Not Included in Accountability: Mobile	3%	2%	**4%**	-	4%	-	-	-	-	-	13%	0%	2%	14%	3%	7%
Not Included in Accountability: Other Exclusions	1%	5%	**1%**	-	1%	-	-	-	-	-	0%	0%	0%	3%	1%	2%
Not Tested	12%	29%	**7%**	-	7%	-	-	-	-	-	20%	0%	8%	4%	7%	3%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	28%	**7%**	-	7%	-	-	-	-	-	20%	0%	8%	4%	7%	3%
Reading																
Assessment Participant	89%	75%	**93%**	-	93%	-	-	-	-	-	81%	*	93%	95%	93%	98%
Included in Accountability	83%	61%	**87%**	-	87%	-	-	-	-	-	67%	*	90%	78%	88%	88%
Not Included in Accountability: Mobile	3%	2%	**4%**	-	4%	-	-	-	-	-	14%	*	2%	15%	4%	7%
Not Included in Accountability: Other Exclusions	3%	11%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	3%	2%	3%
Not Tested	11%	25%	**7%**	-	7%	-	-	-	-	-	19%	*	7%	5%	7%	2%
Absent	2%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**7%**	-	7%	-	-	-	-	-	19%	*	7%	5%	7%	2%
Mathematics																
Assessment Participant	88%	67%	**92%**	-	92%	-	-	-	-	-	81%	*	92%	95%	92%	96%
Included in Accountability	84%	64%	**87%**	-	87%	-	-	-	-	-	67%	*	90%	78%	88%	88%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	-	-	-	-	-	14%	*	2%	15%	4%	7%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	3%	1%	1%
Not Tested	12%	33%	**8%**	-	8%	-	-	-	-	-	19%	*	8%	5%	8%	4%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**8%**	-	8%	-	-	-	-	-	19%	*	8%	5%	8%	4%
Science																
Assessment Participant	87%	68%	**88%**	-	88%	-	-	-	-	-	67%	*	86%	100%	87%	95%
Included in Accountability	84%	65%	**80%**	-	80%	-	-	-	-	-	50%	*	82%	70%	81%	82%
Not Included in Accountability: Mobile	3%	2%	**6%**	-	6%	-	-	-	-	-	17%	*	4%	20%	5%	11%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	10%	2%	3%
Not Tested	13%	32%	**12%**	-	12%	-	-	-	-	-	33%	*	14%	0%	13%	5%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**12%**	-	12%	-	-	-	-	-	33%	*	14%	0%	13%	5%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**96.8%**	-	96.8%	*	-	-	-	-	96.6%	96.8%	96.5%
2019-20	98.3%	96.9%	**98.3%**	-	98.3%	-	-	-	-	-	96.8%	98.3%	98.4%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**11.0%**	-	11.1%	*	-	-	-	-	10.8%	10.4%	12.6%
2019-20	6.7%	11.1%	**3.8%**	-	3.8%	-	-	-	-	-	8.5%	4.0%	4.2%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	374	100.0%	13,060	5,402,928	374	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	36	9.6%	4.3%	4.1%	36	9.6%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	12	3.2%	1.0%	0.6%	12	3.2%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	24	6.4%	3.3%	3.5%	24	6.4%	3.3%	3.5%
Kindergarten	40	10.7%	5.8%	6.8%	40	10.7%	5.8%	6.8%
Grade 1	59	15.8%	6.8%	7.1%	59	15.8%	6.8%	7.1%
Grade 2	51	13.6%	7.0%	7.1%	51	13.6%	7.0%	7.1%
Grade 3	50	13.4%	6.6%	7.1%	50	13.4%	6.6%	7.1%
Grade 4	75	20.1%	6.7%	7.1%	75	20.1%	6.7%	7.1%
Grade 5	63	16.8%	7.2%	7.2%	63	16.8%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	1	0.3%	0.0%	12.8%	1	0.3%	0.0%	12.8%
Hispanic	373	99.7%	99.7%	52.8%	373	99.7%	99.7%	52.7%
White	0	0.0%	0.2%	26.3%	0	0.0%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	168	44.9%	48.4%	48.9%	168	44.9%	48.4%	48.8%
Male	206	55.1%	51.6%	51.1%	206	55.1%	51.6%	51.2%
Economically Disadvantaged	356	95.2%	94.6%	60.7%	356	95.2%	94.6%	60.6%
Non-Educationally Disadvantaged	18	4.8%	5.4%	39.3%	18	4.8%	5.4%	39.4%
Section 504 Students	5	1.3%	3.6%	7.4%	5	1.3%	3.6%	7.4%
EB Students/EL	177	47.3%	56.1%	21.7%	177	47.3%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	0	0.0%	0.7%	5.0%	0	0.0%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	40	10.7%	7.4%	1.1%	40	10.7%	7.4%	1.1%
Immigrant	5	1.3%	1.5%	2.0%	5	1.3%	1.5%	2.0%
Migrant	6	1.6%	3.7%	0.3%	6	1.6%	3.7%	0.3%
Title I	374	100.0%	100.0%	64.3%	374	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	304	81.3%	82.5%	53.5%	304	81.3%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	176	47.1%	57.0%	21.9%	176	47.1%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	38	10.2%	8.5%	8.0%	38	10.2%	8.5%	8.0%
Special Education	32	8.6%	10.4%	11.6%	32	8.6%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	32							
By Type of Primary Disability Students with Intellectual Disabilities	13	40.6%	59.7%	43.0%				
Students with Physical Disabilities	10	31.3%	13.3%	20.8%				
Students with Autism	*	*	10.1%	14.7%				
Students with Behavioral Disabilities	**	**	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	54	15.3%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	53	15.0%	12.3%	6.6%				
White	1	0.3%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	7	18.9%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	32	17.6%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	51	14.8%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	94	24.7%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	2.0%	4.7%	2.9%	0.0%	3.8%	4.2%
Grade 2	2.0%	3.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	3.2%	2.0%	1.0%	0.0%	2.0%	1.0%
Grade 4	0.0%	1.7%	0.7%	0.0%	2.7%	0.7%
Grade 5	0.0%	1.1%	0.5%	0.0%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	23.3	18.5	18.7
Grade 1	18.0	18.4	18.7
Grade 2	12.0	17.9	18.6
Grade 3	15.9	18.0	18.7
Grade 4	17.2	17.4	18.8
Grade 5	17.0	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

Texas Education Agency

2021-22 Staff Information (TAPR)

T PRICE EL (108902103) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	50.6	100.0%	100.0%	100.0%
Professional Staff:	34.0	67.3%	55.8%	64.1%
Teachers	26.4	52.2%	42.0%	49.3%
Professional Support	5.6	11.1%	11.0%	10.7%
Campus Administration (School Leadership)	2.0	4.0%	1.9%	2.9%
Educational Aides:	16.6	32.7%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	50.6	100.0%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	26.4	100.0%	96.6%	28.9%
White	0.0	0.0%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	0.9	3.5%	35.4%	24.1%
Females	25.5	96.5%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	24.4	92.7%	80.8%	72.6%
Masters	1.9	7.3%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.9%	7.9%
1-5 Years Experience	8.9	33.8%	20.4%	26.7%
6-10 Years Experience	6.8	25.7%	25.8%	20.6%
11-20 Years Experience	10.7	40.5%	34.3%	28.6%
21-30 Years Experience	0.0	0.0%	9.6%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
T PRICE EL (108902103) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	14.2	n/a	13.4	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.1	6.3
Average Years Experience of Principals with District	3.0	7.1	5.4
Average Years Experience of Assistant Principals	6.0	6.7	5.5
Average Years Experience of Assistant Principals with District	1.0	5.8	4.8
Average Years Experience of Teachers:	9.4	11.5	11.1
Average Years Experience of Teachers with District:	8.6	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$53,500	$51,054
1-5 Years Experience	$55,257	$53,852	$54,577
6-10 Years Experience	$57,552	$56,098	$57,746
11-20 Years Experience	$60,882	$60,197	$61,377
21-30 Years Experience	-	$64,449	$65,949
Over 30 Years Experience	-	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$58,124	$58,223	$58,887
Professional Support	$62,645	$63,600	$69,505
Campus Administration (School Leadership)	$78,425	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	7.5	28.4%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	15.9	60.2%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	3.0	11.4%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: A M OCHOA EL

Campus Number: 108902104

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in Science

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**56%**	-	56%	-	-	-	-	-	50%	-	58%	50%	56%	67%
	2021	67%	32%	**21%**	-	21%	-	-	-	-	-	38%	*	24%	0%	19%	11%
At Meets Grade Level or Above	2022	51%	29%	**34%**	-	34%	-	-	-	-	-	50%	-	36%	25%	33%	44%
	2021	39%	12%	**8%**	-	8%	-	-	-	-	-	25%	*	9%	0%	8%	5%
At Masters Grade Level	2022	30%	13%	**17%**	-	17%	-	-	-	-	-	33%	-	18%	13%	15%	17%
	2021	19%	5%	**5%**	-	5%	-	-	-	-	-	25%	*	6%	0%	6%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**71%**	-	71%	-	-	-	-	-	50%	-	73%	63%	72%	61%
	2021	62%	26%	**32%**	-	32%	-	-	-	-	-	25%	*	27%	60%	31%	26%
At Meets Grade Level or Above	2022	43%	24%	**29%**	-	29%	-	-	-	-	-	50%	-	33%	13%	28%	22%
	2021	31%	9%	**11%**	-	11%	-	-	-	-	-	25%	*	12%	0%	8%	0%
At Masters Grade Level	2022	21%	9%	**20%**	-	20%	-	-	-	-	-	50%	-	24%	0%	18%	17%
	2021	14%	4%	**11%**	-	11%	-	-	-	-	-	25%	*	12%	0%	8%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	**51%**	-	50%	*	-	-	-	-	42%	*	49%	56%	50%	43%
	2021	63%	36%	**57%**	-	57%	-	-	-	-	-	*	-	60%	*	52%	44%
At Meets Grade Level or Above	2022	54%	32%	**30%**	-	31%	*	-	-	-	-	33%	*	30%	31%	29%	35%
	2021	36%	16%	**13%**	-	13%	-	-	-	-	-	*	-	15%	*	10%	13%
At Masters Grade Level	2022	28%	12%	**9%**	-	10%	*	-	-	-	-	17%	*	8%	13%	8%	9%
	2021	17%	5%	**9%**	-	9%	-	-	-	-	-	*	-	10%	*	5%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	**46%**	-	47%	*	-	-	-	-	33%	*	45%	50%	45%	57%
	2021	59%	29%	**5%**	-	5%	-	-	-	-	-	*	-	5%	*	0%	7%
At Meets Grade Level or Above	2022	43%	26%	**20%**	-	21%	*	-	-	-	-	25%	*	16%	31%	21%	22%
	2021	36%	12%	**5%**	-	5%	-	-	-	-	-	*	-	5%	*	0%	7%
At Masters Grade Level	2022	23%	9%	**7%**	-	8%	*	-	-	-	-	17%	*	11%	0%	8%	4%
	2021	21%	5%	**5%**	-	5%	-	-	-	-	-	*	-	5%	*	0%	7%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	**69%**	-	69%	-	-	-	-	-	38%	-	71%	63%	70%	65%
	2021	73%	51%	**55%**	-	55%	-	-	-	-	-	*	-	53%	57%	50%	50%
At Meets Grade Level or Above	2022	58%	39%	**45%**	-	45%	-	-	-	-	-	25%	-	53%	13%	45%	30%
	2021	46%	21%	**18%**	-	18%	-	-	-	-	-	*	-	20%	14%	10%	7%
At Masters Grade Level	2022	36%	22%	**29%**	-	29%	-	-	-	-	-	13%	-	32%	13%	28%	30%
	2021	30%	11%	**18%**	-	18%	-	-	-	-	-	*	-	20%	14%	10%	7%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**60%**	-	60%	-	-	-	-	-	38%	-	62%	50%	60%	50%
	2021	70%	38%	**39%**	-	39%	-	-	-	-	-	*	-	44%	29%	33%	21%
At Meets Grade Level or Above	2022	48%	38%	**33%**	-	33%	-	-	-	-	-	25%	-	38%	13%	33%	35%
	2021	44%	15%	**17%**	-	17%	-	-	-	-	-	*	-	19%	14%	10%	7%
At Masters Grade Level	2022	25%	17%	**19%**	-	19%	-	-	-	-	-	13%	-	24%	0%	18%	20%
	2021	25%	6%	**13%**	-	13%	-	-	-	-	-	*	-	19%	0%	5%	7%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	**69%**	-	69%	-	-	-	-	-	25%	-	71%	63%	70%	70%
	2021	62%	29%	**33%**	-	33%	-	-	-	-	-	20%	-	38%	25%	27%	27%
At Meets Grade Level or Above	2022	38%	23%	**36%**	-	36%	-	-	-	-	-	13%	-	38%	25%	35%	40%
	2021	31%	7%	**13%**	-	13%	-	-	-	-	-	20%	-	19%	0%	5%	7%
At Masters Grade Level	2022	18%	9%	**19%**	-	19%	-	-	-	-	-	13%	-	24%	0%	18%	20%
	2021	13%	3%	**13%**	-	13%	-	-	-	-	-	20%	-	19%	0%	5%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**59%**	-	59%	*	-	-	-	-	38%	*	60%	56%	59%	58%
	2021	67%	41%	**33%**	-	33%	-	-	-	-	-	35%	*	34%	31%	30%	27%
At Meets Grade Level or Above	2022	48%	31%	**32%**	-	32%	*	-	-	-	-	30%	*	35%	24%	31%	32%
	2021	41%	19%	**11%**	-	11%	-	-	-	-	-	25%	*	13%	5%	7%	6%
At Masters Grade Level	2022	23%	12%	**17%**	-	17%	*	-	-	-	-	20%	*	20%	6%	15%	16%
	2021	18%	6%	**9%**	-	9%	-	-	-	-	-	25%	*	11%	2%	5%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**58%**	-	58%	*	-	-	-	-	42%	*	59%	56%	58%	57%
	2021	68%	43%	**40%**	-	40%	-	-	-	-	-	47%	*	41%	33%	36%	33%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	32%	**36%**	-	36%	*	-	-	-	-	35%	*	39%	25%	35%	36%
	2021	45%	22%	**12%**	-	12%	-	-	-	-	-	27%	*	13%	7%	9%	8%
At Masters Grade Level	2022	25%	11%	**18%**	-	18%	*	-	-	-	-	19%	*	19%	13%	16%	18%
	2021	18%	5%	**10%**	-	10%	-	-	-	-	-	27%	*	10%	7%	6%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**58%**	-	58%	*	-	-	-	-	38%	*	59%	53%	58%	56%
	2021	66%	35%	**27%**	-	27%	-	-	-	-	-	31%	*	25%	33%	23%	19%
At Meets Grade Level or Above	2022	42%	26%	**27%**	-	27%	*	-	-	-	-	31%	*	29%	22%	27%	26%
	2021	37%	11%	**11%**	-	11%	-	-	-	-	-	25%	*	12%	7%	6%	4%
At Masters Grade Level	2022	20%	9%	**15%**	-	15%	*	-	-	-	-	23%	*	19%	0%	14%	13%
	2021	18%	4%	**10%**	-	10%	-	-	-	-	-	25%	*	12%	0%	5%	4%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**69%**	-	69%	-	-	-	-	-	25%	-	71%	63%	70%	70%
	2021	71%	46%	**33%**	-	33%	-	-	-	-	-	20%	-	38%	25%	27%	27%
At Meets Grade Level or Above	2022	47%	30%	**36%**	-	36%	-	-	-	-	-	13%	-	38%	25%	35%	40%
	2021	44%	18%	**13%**	-	13%	-	-	-	-	-	20%	-	19%	0%	5%	7%
At Masters Grade Level	2022	21%	10%	**19%**	-	19%	-	-	-	-	-	13%	-	24%	0%	18%	20%
	2021	20%	5%	**13%**	-	13%	-	-	-	-	-	20%	-	19%	0%	5%	7%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**22%**	-	22%	-	-	-	-	-	50%	-	24%	13%	21%	22%
	2021	24%	6%	**5%**	-	5%	-	-	-	-	-	25%	*	6%	0%	6%	0%
Reading and Mathematics Including EOC	2022	36%	17%	**22%**	-	22%	-	-	-	-	-	50%	-	24%	13%	21%	22%
	2021	24%	6%	**5%**	-	5%	-	-	-	-	-	25%	*	6%	0%	6%	0%
Reading Including EOC	2022	51%	29%	**34%**	-	34%	-	-	-	-	-	50%	-	36%	25%	33%	44%
	2021	38%	12%	**8%**	-	8%	-	-	-	-	-	25%	*	9%	0%	8%	5%
Math Including EOC	2022	43%	24%	**29%**	-	29%	-	-	-	-	-	50%	-	33%	13%	28%	22%
	2021	31%	9%	**11%**	-	11%	-	-	-	-	-	25%	*	12%	0%	8%	0%
4th Graders																	
Reading and Mathematics	2022	36%	18%	**11%**	-	12%	*	-	-	-	-	25%	*	11%	13%	12%	17%
	2021	26%	8%	**5%**	-	5%	-	-	-	-	-	*	-	5%	*	0%	7%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	18%	**11%**	-	12%	*	-	-	-	-	25%	*	11%	13%	12%	17%
	2021	26%	8%	**5%**	-	5%	-	-	-	-	-	*	-	5%	*	0%	7%
Reading Including EOC	2022	54%	32%	**30%**	-	31%	*	-	-	-	-	33%	*	30%	31%	29%	35%
	2021	36%	16%	**13%**	-	13%	-	-	-	-	-	*	-	15%	*	10%	13%
Math Including EOC	2022	43%	26%	**20%**	-	21%	*	-	-	-	-	25%	*	16%	31%	21%	22%
	2021	36%	12%	**5%**	-	5%	-	-	-	-	-	*	-	5%	*	0%	7%
5th Graders																	
Reading and Mathematics	2022	41%	26%	**24%**	-	24%	-	-	-	-	-	13%	-	29%	0%	23%	25%
	2021	34%	9%	**18%**	-	18%	-	-	-	-	-	*	-	20%	14%	10%	7%
Reading and Mathematics Including EOC	2022	41%	26%	**24%**	-	24%	-	-	-	-	-	13%	-	29%	0%	23%	25%
	2021	34%	9%	**18%**	-	18%	-	-	-	-	-	*	-	20%	14%	10%	7%
Reading Including EOC	2022	58%	39%	**45%**	-	45%	-	-	-	-	-	25%	-	53%	13%	45%	30%
	2021	46%	21%	**18%**	-	18%	-	-	-	-	-	*	-	20%	14%	10%	7%
Math Including EOC	2022	48%	38%	**33%**	-	33%	-	-	-	-	-	25%	-	38%	13%	33%	35%
	2021	44%	15%	**17%**	-	17%	-	-	-	-	-	*	-	19%	14%	10%	7%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**18%**	-	19%	*	-	-	-	-	27%	*	21%	9%	18%	21%
	2021	26%	7%	**9%**	-	9%	-	-	-	-	-	27%	*	9%	7%	5%	4%
Reading and Mathematics Including EOC	2022	36%	21%	**18%**	-	19%	*	-	-	-	-	27%	*	21%	9%	18%	21%
	2021	28%	8%	**9%**	-	9%	-	-	-	-	-	27%	*	9%	7%	5%	4%
Reading Including EOC	2022	53%	35%	**36%**	-	36%	*	-	-	-	-	35%	*	39%	25%	35%	36%
	2021	41%	18%	**12%**	-	12%	-	-	-	-	-	27%	*	13%	7%	9%	8%
Math Including EOC	2022	43%	30%	**27%**	-	27%	*	-	-	-	-	31%	*	29%	22%	27%	26%
	2021	37%	11%	**11%**	-	11%	-	-	-	-	-	25%	*	12%	7%	6%	4%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
A M OCHOA EL (108902104) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	**66**	-	66	-	-	-	-	-	33	*	64	69	66	47
	2019	61	59	**45**	*	44	*	-	-	-	-	60	-	45	44	43	38
Grade 4 Mathematics	2022	74	84	**70**	-	70	-	-	-	-	-	50	*	65	79	70	75
	2019	65	60	**46**	*	46	*	-	-	-	-	33	-	46	47	48	47
Grade 5 ELA/Reading	2022	87	89	**100**	-	100	-	-	-	-	-	*	-	100	*	100	100
	2019	81	74	**78**	-	79	*	-	-	-	-	64	*	78	78	80	77
Grade 5 Mathematics	2022	79	91	**79**	-	79	-	-	-	-	-	*	-	88	*	78	77
	2019	83	82	**73**	-	72	*	-	-	-	-	71	*	77	59	69	78
Grade 6 Mathematics	2022	61	79	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019	54	42	*	-	*	-	-	-	-	-	-	-	*	-	*	*
All Grades Both Subjects	2022	74	79	**76**	-	76	-	-	-	-	-	60	*	77	73	75	73
	2019	69	64	**60**	*	60	*	-	-	-	-	58	*	60	57	58	56
All Grades ELA/Reading	2022	78	80	**78**	-	78	-	-	-	-	-	60	*	79	75	78	71
	2019	68	64	**61**	*	61	*	-	-	-	-	63	*	61	61	60	53
All Grades Mathematics	2022	69	78	**73**	-	73	-	-	-	-	-	60	*	74	70	73	76
	2019	70	65	**58**	*	58	*	-	-	-	-	54	*	60	53	57	58

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
A M OCHOA EL (108902104) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**59%**	58%	58%	-	-	-	-	-	-	-	-	-	60%	58%	-
	2021	67%	41%	**33%**	27%	24%	-	-	-	67%	-	-	-	-	17%	43%	27%	-
At Meets Grade Level or Above	2022	48%	31%	**32%**	30%	30%	-	-	-	-	-	-	-	-	-	32%	32%	-
	2021	41%	19%	**11%**	7%	2%	-	-	-	67%	-	-	-	-	0%	19%	6%	-
At Masters Grade Level	2022	23%	12%	**17%**	13%	13%	-	-	-	-	-	-	-	-	-	17%	16%	-
	2021	18%	6%	**9%**	5%	0%	-	-	-	67%	-	-	-	-	0%	16%	5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**58%**	54%	54%	-	-	-	-	-	-	-	-	-	59%	57%	-
	2021	68%	43%	**40%**	34%	32%	-	-	-	*	-	-	-	-	*	50%	33%	-
At Meets Grade Level or Above	2022	53%	32%	**36%**	30%	30%	-	-	-	-	-	-	-	-	-	36%	36%	-
	2021	45%	22%	**12%**	9%	5%	-	-	-	*	-	-	-	-	*	18%	8%	-
At Masters Grade Level	2022	25%	11%	**18%**	16%	16%	-	-	-	-	-	-	-	-	-	17%	18%	-
	2021	18%	5%	**10%**	4%	0%	-	-	-	*	-	-	-	-	*	18%	4%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**58%**	54%	54%	-	-	-	-	-	-	-	-	-	59%	56%	-
	2021	66%	35%	**27%**	20%	16%	-	-	-	*	-	-	-	-	*	37%	19%	-
At Meets Grade Level or Above	2022	42%	26%	**27%**	24%	24%	-	-	-	-	-	-	-	-	-	28%	26%	-
	2021	37%	11%	**11%**	4%	0%	-	-	-	*	-	-	-	-	*	20%	4%	-
At Masters Grade Level	2022	20%	9%	**15%**	8%	8%	-	-	-	-	-	-	-	-	-	16%	13%	-
	2021	18%	4%	**10%**	4%	0%	-	-	-	*	-	-	-	-	*	17%	4%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**69%**	76%	76%	-	-	-	-	-	-	-	-	-	68%	70%	-
	2021	71%	46%	**33%**	21%	17%	-	-	-	*	-	-	-	-	*	44%	27%	-
At Meets Grade Level or Above	2022	47%	30%	**36%**	41%	41%	-	-	-	-	-	-	-	-	-	32%	40%	-
	2021	44%	18%	**13%**	7%	0%	-	-	-	*	-	-	-	-	*	22%	7%	-
At Masters Grade Level	2022	21%	10%	**19%**	18%	18%	-	-	-	-	-	-	-	-	-	18%	20%	-
	2021	20%	5%	**13%**	7%	0%	-	-	-	*	-	-	-	-	*	22%	7%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**76%**	72%	72%	-	-	-	-	-	-	-	-	-	79%	73%	-
	2019	69%	64%	**60%**	55%	55%	-	-	-		*	*	-		-		55%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
A M OCHOA EL (108902104) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**78%**	69%	69%	-	-	-	-	-	-	-	-	-	88%	71%	-
	2019	68%	64%	**61%**	54%	54%	-	-	-		*	*	-		-		54%	
All Grades Mathematics	2022	69%	78%	**73%**	74%	74%	-	-	-	-	-	-	-	-	-	70%	76%	-
	2019	70%	65%	**58%**	55%	55%	-	-	-		*	*	-		-		55%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	-	100%	*	-	-	-	-	100%	*	100%	98%	99%	100%
Included in Accountability	93%	91%	**82%**	-	87%	*	-	-	-	-	74%	*	94%	58%	83%	78%
Not Included in Accountability: Mobile	5%	5%	**16%**	-	12%	*	-	-	-	-	26%	*	5%	37%	15%	19%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	4%	1%	3%
Not Tested	1%	1%	**1%**	-	0%	*	-	-	-	-	0%	*	0%	2%	1%	0%
Absent	1%	1%	**1%**	-	0%	*	-	-	-	-	0%	*	0%	2%	1%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	-	99%	*	-	-	-	-	100%	*	99%	98%	99%	100%
Included in Accountability	92%	88%	**82%**	-	87%	*	-	-	-	-	74%	*	94%	59%	83%	78%
Not Included in Accountability: Mobile	5%	5%	**15%**	-	11%	*	-	-	-	-	26%	*	5%	35%	15%	19%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	4%	1%	3%
Not Tested	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	*	1%	2%	1%	0%
Absent	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	*	1%	2%	1%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	-	100%	*	-	-	-	-	100%	*	100%	98%	99%	100%
Included in Accountability	93%	92%	**83%**	-	88%	*	-	-	-	-	74%	*	95%	59%	84%	78%
Not Included in Accountability: Mobile	5%	6%	**15%**	-	11%	*	-	-	-	-	26%	*	5%	35%	15%	19%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	4%	1%	3%
Not Tested	1%	1%	**1%**	-	0%	*	-	-	-	-	0%	*	0%	2%	1%	0%
Absent	1%	1%	**1%**	-	0%	*	-	-	-	-	0%	*	0%	2%	1%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	92%	**79%**	-	82%	-	-	-	-	-	73%	-	94%	47%	78%	80%
Not Included in Accountability: Mobile	4%	5%	**19%**	-	16%	-	-	-	-	-	27%	-	6%	47%	20%	16%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	-	-	-	-	-	0%	-	0%	6%	2%	4%
Not Tested	2%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**62%**	-	62%	*	-	-	-	-	64%	*	60%	69%	62%	85%
Included in Accountability	83%	63%	**51%**	-	51%	*	-	-	-	-	47%	*	53%	45%	50%	67%
Not Included in Accountability: Mobile	3%	2%	**9%**	-	9%	*	-	-	-	-	9%	*	5%	21%	9%	12%
Not Included in Accountability: Other Exclusions	1%	5%	**3%**	-	3%	*	-	-	-	-	8%	*	2%	3%	3%	6%
Not Tested	12%	29%	**38%**	-	38%	*	-	-	-	-	36%	*	40%	31%	38%	15%
Absent	2%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	28%	**38%**	-	38%	*	-	-	-	-	36%	*	40%	31%	38%	15%
Reading																
Assessment Participant	89%	75%	**64%**	-	64%	*	-	-	-	-	71%	*	62%	72%	65%	92%
Included in Accountability	83%	61%	**49%**	-	49%	*	-	-	-	-	43%	*	51%	42%	49%	66%
Not Included in Accountability: Mobile	3%	2%	**8%**	-	8%	*	-	-	-	-	9%	*	5%	22%	9%	11%
Not Included in Accountability: Other Exclusions	3%	11%	**7%**	-	7%	*	-	-	-	-	20%	*	6%	8%	7%	15%
Not Tested	11%	25%	**36%**	-	36%	*	-	-	-	-	29%	*	38%	28%	35%	8%
Absent	2%	3%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**36%**	-	36%	*	-	-	-	-	29%	*	38%	28%	35%	8%
Mathematics																
Assessment Participant	88%	67%	**58%**	-	59%	*	-	-	-	-	56%	*	56%	67%	59%	79%
Included in Accountability	84%	64%	**49%**	-	50%	*	-	-	-	-	47%	*	52%	42%	49%	66%
Not Included in Accountability: Mobile	4%	3%	**9%**	-	9%	*	-	-	-	-	9%	*	5%	25%	10%	14%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	12%	33%	**42%**	-	41%	*	-	-	-	-	44%	*	44%	33%	41%	21%
Absent	2%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**42%**	-	41%	*	-	-	-	-	44%	*	44%	33%	41%	21%
Science																
Assessment Participant	87%	68%	**49%**	-	49%	-	-	-	-	-	55%	-	45%	60%	49%	67%
Included in Accountability	84%	65%	**44%**	-	44%	-	-	-	-	-	45%	-	40%	53%	43%	63%
Not Included in Accountability: Mobile	3%	2%	**5%**	-	5%	-	-	-	-	-	9%	-	5%	7%	6%	4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	13%	32%	**51%**	-	51%	-	-	-	-	-	45%	-	55%	40%	51%	33%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	10%	32%	**51%**	-	51%	-	-	-	-	-	45%	-	55%	40%	51%	33%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**92.3%**	-	92.5%	*	-	-	-	-	93.8%	91.9%	92.3%
2019-20	98.3%	96.9%	**97.3%**	*	97.3%	*	-	-	-	-	97.4%	97.2%	97.4%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**26.2%**	-	25.7%	*	-	-	-	-	17.9%	27.5%	26.8%
2019-20	6.7%	11.1%	**11.2%**	*	10.7%	*	-	-	-	-	9.3%	10.7%	10.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	300	100.0%	13,060	5,402,928	300	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	22	7.3%	4.3%	4.1%	22	7.3%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	22	7.3%	3.3%	3.5%	22	7.3%	3.3%	3.5%
Kindergarten	35	11.7%	5.8%	6.8%	35	11.7%	5.8%	6.8%
Grade 1	48	16.0%	6.8%	7.1%	48	16.0%	6.8%	7.1%
Grade 2	44	14.7%	7.0%	7.1%	44	14.7%	7.0%	7.1%
Grade 3	46	15.3%	6.6%	7.1%	46	15.3%	6.6%	7.1%
Grade 4	57	19.0%	6.7%	7.1%	57	19.0%	6.7%	7.1%
Grade 5	48	16.0%	7.2%	7.2%	48	16.0%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	298	99.3%	99.7%	52.8%	298	99.3%	99.7%	52.7%
White	2	0.7%	0.2%	26.3%	2	0.7%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	156	52.0%	48.4%	48.9%	156	52.0%	48.4%	48.8%
Male	144	48.0%	51.6%	51.1%	144	48.0%	51.6%	51.2%
Economically Disadvantaged	287	95.7%	94.6%	60.7%	287	95.7%	94.6%	60.6%
Non-Educationally Disadvantaged	13	4.3%	5.4%	39.3%	13	4.3%	5.4%	39.4%
Section 504 Students	8	2.7%	3.6%	7.4%	8	2.7%	3.6%	7.4%
EB Students/EL	130	43.3%	56.1%	21.7%	130	43.3%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	5	1.7%	0.7%	5.0%	5	1.7%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	14	4.7%	7.4%	1.1%	14	4.7%	7.4%	1.1%
Immigrant	1	0.3%	1.5%	2.0%	1	0.3%	1.5%	2.0%
Migrant	14	4.7%	3.7%	0.3%	14	4.7%	3.7%	0.3%
Title I	300	100.0%	100.0%	64.3%	300	100.0%	100.0%	64.3%
Military Connected	3	1.0%	0.1%	3.3%	3	1.0%	0.1%	3.3%
At-Risk	247	82.3%	82.5%	53.5%	247	82.3%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	141	47.0%	57.0%	21.9%	141	47.0%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	16	5.3%	8.5%	8.0%	16	5.3%	8.5%	8.0%
Special Education	37	12.3%	10.4%	11.6%	37	12.3%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	37							
By Type of Primary Disability Students with Intellectual Disabilities	21	56.8%	59.7%	43.0%				
Students with Physical Disabilities	**	**	13.3%	20.8%				
Students with Autism	*	*	10.1%	14.7%				
Students with Behavioral Disabilities	**	**	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	73	23.3%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	72	23.0%	12.3%	6.6%				
White	1	0.3%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	7	12.5%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	25	19.8%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	69	23.4%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	75	27.1%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.4%	1.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	12.5%	4.7%	2.9%	0.0%	3.8%	4.2%
Grade 2	2.4%	3.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	7.3%	2.0%	1.0%	0.0%	2.0%	1.0%
Grade 4	9.3%	1.7%	0.7%	10.0%	2.7%	0.7%
Grade 5	2.4%	1.1%	0.5%	0.0%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.6	18.5	18.7
Grade 1	14.5	18.4	18.7
Grade 2	12.5	17.9	18.6
Grade 3	14.8	18.0	18.7
Grade 4	16.7	17.4	18.8
Grade 5	14.5	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

Texas Education Agency

2021-22 Staff Information (TAPR)

A M OCHOA EL (108902104) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	42.5	100.0%	100.0%	100.0%
Professional Staff:	28.2	66.5%	55.8%	64.1%
Teachers	22.7	53.6%	42.0%	49.3%
Professional Support	4.5	10.6%	11.0%	10.7%
Campus Administration (School Leadership)	1.0	2.4%	1.9%	2.9%
Educational Aides:	14.2	33.5%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	40.5	95.3%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	20.8	91.6%	96.6%	28.9%
White	1.9	8.4%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	5.8	25.6%	35.4%	24.1%
Females	16.9	74.4%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	19.9	87.6%	80.8%	72.6%
Masters	2.8	12.4%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	8.8%	6.9%	7.9%
1-5 Years Experience	1.0	4.4%	20.4%	26.7%
6-10 Years Experience	6.8	30.0%	25.8%	20.6%
11-20 Years Experience	8.9	39.0%	34.3%	28.6%
21-30 Years Experience	3.0	13.4%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	1.0	4.4%	3.0%	2.9%
Number of Students per Teacher	13.2	n/a	13.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.1	6.3
Average Years Experience of Principals with District	3.0	7.1	5.4
Average Years Experience of Assistant Principals	0.0	6.7	5.5
Average Years Experience of Assistant Principals with District	0.0	5.8	4.8
Average Years Experience of Teachers:	13.6	11.5	11.1
Average Years Experience of Teachers with District:	10.4	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$58,250	$53,500	$51,054
1-5 Years Experience	$55,973	$53,852	$54,577
6-10 Years Experience	$52,665	$56,098	$57,746
11-20 Years Experience	$61,155	$60,197	$61,377
21-30 Years Experience	$64,586	$64,449	$65,949
Over 30 Years Experience	$71,943	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$59,055	$58,223	$58,887
Professional Support	$63,922	$63,600	$69,505
Campus Administration (School Leadership)	$85,203	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	5.8	25.5%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	13.5	59.3%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	3.4	15.1%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

\- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: RUNN VIRTUAL LEARNING ACADEMY

Campus Number: 108902105

2022 Accountability Rating: A

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**38%**	-	38%	-	-	-	-	-	-	-	38%	-	38%	20%
	2021	67%	32%	**22%**	-	22%	-	-	-	-	-	*	*	23%	20%	19%	20%
At Meets Grade Level or Above	2022	51%	29%	**13%**	-	13%	-	-	-	-	-	-	-	13%	-	13%	20%
	2021	39%	12%	**11%**	-	11%	-	-	-	-	-	*	*	9%	20%	12%	15%
At Masters Grade Level	2022	30%	13%	**0%**	-	0%	-	-	-	-	-	-	-	0%	-	0%	0%
	2021	19%	5%	**7%**	-	7%	-	-	-	-	-	*	*	9%	0%	8%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**38%**	-	38%	-	-	-	-	-	-	-	38%	-	38%	20%
	2021	62%	26%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
At Meets Grade Level or Above	2022	43%	24%	**0%**	-	0%	-	-	-	-	-	-	-	0%	-	0%	0%
	2021	31%	9%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
At Masters Grade Level	2022	21%	9%	**0%**	-	0%	-	-	-	-	-	-	-	0%	-	0%	0%
	2021	14%	4%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2021	63%	36%	**16%**	-	16%	-	-	-	-	-	*	*	15%	20%	13%	16%
At Meets Grade Level or Above	2022	54%	32%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2021	36%	16%	**6%**	-	6%	-	-	-	-	-	*	*	4%	20%	7%	8%
At Masters Grade Level	2022	28%	12%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2021	17%	5%	**6%**	-	6%	-	-	-	-	-	*	*	4%	20%	7%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2021	59%	29%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
At Meets Grade Level or Above	2022	43%	26%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2021	36%	12%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
At Masters Grade Level	2022	23%	9%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2021	21%	5%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	73%	51%	**59%**	-	57%	*	-	-	-	-	*	-	57%	67%	56%	60%
At Meets Grade Level or Above	2022	58%	39%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	46%	21%	**24%**	-	25%	*	-	-	-	-	*	-	26%	17%	19%	25%
At Masters Grade Level	2022	36%	22%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	30%	11%	**10%**	-	11%	*	-	-	-	-	*	-	13%	0%	4%	10%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	70%	38%	**50%**	-	52%	*	-	-	-	-	*	-	46%	67%	46%	48%
At Meets Grade Level or Above	2022	48%	38%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	44%	15%	**23%**	-	24%	*	-	-	-	-	*	-	25%	17%	18%	24%
At Masters Grade Level	2022	25%	17%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	25%	6%	**7%**	-	7%	*	-	-	-	-	*	-	8%	0%	0%	10%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	62%	29%	**21%**	-	21%	*	-	-	-	-	*	-	22%	17%	15%	16%
At Meets Grade Level or Above	2022	38%	23%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	31%	7%	**7%**	-	7%	*	-	-	-	-	*	-	9%	0%	0%	11%
At Masters Grade Level	2022	18%	9%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	13%	3%	**3%**	-	4%	*	-	-	-	-	*	-	4%	0%	0%	5%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	53%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	62%	34%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	43%	24%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	32%	12%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	23%	10%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	15%	4%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	64%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	68%	32%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	26%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	36%	5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	16%	8%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	15%	1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**68%**	-	68%	-	-	-	-	-	-	-	68%	-	66%	61%
	2021	67%	41%	**21%**	-	21%	*	-	-	-	-	8%	0%	20%	26%	19%	19%
At Meets Grade Level or Above	2022	48%	31%	**50%**	-	50%	-	-	-	-	-	-	-	50%	-	47%	52%
	2021	41%	19%	**9%**	-	9%	*	-	-	-	-	0%	0%	9%	9%	7%	10%
At Masters Grade Level	2022	23%	12%	**41%**	-	41%	-	-	-	-	-	-	-	41%	-	38%	39%
	2021	18%	6%	**4%**	-	4%	*	-	-	-	-	0%	0%	5%	2%	2%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**67%**	-	67%	-	-	-	-	-	-	-	67%	-	64%	60%
	2021	68%	43%	**32%**	-	31%	*	-	-	-	-	20%	*	31%	38%	29%	31%
At Meets Grade Level or Above	2022	53%	32%	**47%**	-	47%	-	-	-	-	-	-	-	47%	-	43%	50%
	2021	45%	22%	**14%**	-	14%	*	-	-	-	-	0%	*	13%	19%	12%	15%
At Masters Grade Level	2022	25%	11%	**33%**	-	33%	-	-	-	-	-	-	-	33%	-	29%	30%
	2021	18%	5%	**8%**	-	8%	*	-	-	-	-	0%	*	8%	6%	6%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**67%**	-	67%	-	-	-	-	-	-	-	67%	-	64%	60%
	2021	66%	35%	**17%**	-	17%	*	-	-	-	-	0%	*	15%	25%	15%	15%
At Meets Grade Level or Above	2022	42%	26%	**47%**	-	47%	-	-	-	-	-	-	-	47%	-	43%	50%
	2021	37%	11%	**8%**	-	8%	*	-	-	-	-	0%	*	8%	6%	6%	8%
At Masters Grade Level	2022	20%	9%	**40%**	-	40%	-	-	-	-	-	-	-	40%	-	36%	40%
	2021	18%	4%	**2%**	-	2%	*	-	-	-	-	0%	*	3%	0%	0%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	71%	46%	**21%**	-	21%	*	-	-	-	-	*	-	22%	17%	15%	16%
At Meets Grade Level or Above	2022	47%	30%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	44%	18%	**7%**	-	7%	*	-	-	-	-	*	-	9%	0%	0%	11%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	21%	10%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	20%	5%	**3%**	-	4%	*	-	-	-	-	*	-	4%	0%	0%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**0%**	-	0%	-	-	-	-	-	-	-	0%	-	0%	0%
	2021	24%	6%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Reading and Mathematics Including EOC	2022	36%	17%	**0%**	-	0%	-	-	-	-	-	-	-	0%	-	0%	0%
	2021	24%	6%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Reading Including EOC	2022	51%	29%	**13%**	-	13%	-	-	-	-	-	-	-	13%	-	13%	20%
	2021	38%	12%	**11%**	-	11%	-	-	-	-	-	*	*	9%	20%	12%	15%
Math Including EOC	2022	43%	24%	**0%**	-	0%	-	-	-	-	-	-	-	0%	-	0%	0%
	2021	31%	9%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
4th Graders																	
Reading and Mathematics	2022	36%	18%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2021	26%	8%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Reading and Mathematics Including EOC	2022	36%	18%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2021	26%	8%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Reading Including EOC	2022	54%	32%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2021	36%	16%	**6%**	-	6%	-	-	-	-	-	*	*	4%	20%	7%	8%
Math Including EOC	2022	43%	26%	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2021	36%	12%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
5th Graders																	
Reading and Mathematics	2022	41%	26%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	34%	9%	**17%**	-	18%	*	-	-	-	-	*	-	17%	17%	11%	15%
Reading and Mathematics Including EOC	2022	41%	26%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	34%	9%	**17%**	-	18%	*	-	-	-	-	*	-	17%	17%	11%	15%
Reading Including EOC	2022	58%	39%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	46%	21%	**24%**	-	25%	*	-	-	-	-	*	-	26%	17%	19%	25%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2022	48%	38%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2021	44%	15%	**23%**	-	24%	*	-	-	-	-	*	-	25%	17%	18%	24%
6th Graders																	
Reading and Mathematics	2022	31%	16%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Reading and Mathematics Including EOC	2022	31%	16%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Reading Including EOC	2022	43%	24%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Math Including EOC	2022	40%	27%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**40%**	-	40%	-	-	-	-	-	-	-	40%	-	36%	40%
	2021	26%	7%	**6%**	-	6%	*	-	-	-	-	0%	*	6%	6%	4%	5%
Reading and Mathematics Including EOC	2022	36%	21%	**40%**	-	40%	-	-	-	-	-	-	-	40%	-	36%	40%
	2021	28%	8%	**6%**	-	6%	*	-	-	-	-	0%	*	6%	6%	4%	5%
Reading Including EOC	2022	53%	35%	**47%**	-	47%	-	-	-	-	-	-	-	47%	-	43%	50%
	2021	41%	18%	**14%**	-	14%	*	-	-	-	-	0%	*	13%	19%	12%	15%
Math Including EOC	2022	43%	30%	**47%**	-	47%	-	-	-	-	-	-	-	47%	-	43%	50%
	2021	37%	11%	**8%**	-	8%	*	-	-	-	-	0%	*	8%	6%	6%	8%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2019	61	59	**50**	-	50	-	-	-	-	-	*	*	48	54	49	50
Grade 4 Mathematics	2022	74	84	*	-	*	-	-	-	-	-	-	-	*	-	*	-
	2019	65	60	**60**	-	60	-	-	-	-	-	*	*	55	69	59	58
Grade 5 ELA/Reading	2022	87	89	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	81	74	**77**	-	77	-	-	-	-	-	100	*	79	67	74	80
Grade 5 Mathematics	2022	79	91	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	83	82	**87**	-	87	-	-	-	-	-	100	*	85	94	85	85
Grade 6 ELA/Reading	2022	61	68	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	42	34	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics	2022	61	79	*	-	*	-	-	-	-	-	-	-	*	-	*	*
	2019	54	42	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2022	74	79	**100**	-	100	-	-	-	-	-	-	-	100	-	100	100
	2019	69	64	**69**	-	69	-	-	-	-	-	79	83	68	69	67	68
All Grades ELA/Reading	2022	78	80	**100**	-	100	-	-	-	-	-	-	-	100	-	*	*
	2019	68	64	**64**	-	64	-	-	-	-	-	71	*	65	59	62	65
All Grades Mathematics	2022	69	78	**100**	-	100	-	-	-	-	-	-	-	100	-	100	100
	2019	70	65	**74**	-	74	-	-	-	-	-	86	*	72	80	72	72

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Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RUNN VIRTUAL LEARNING ACADEMY (108902105) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**68%**	53%	53%	-	-	-	-	*	-	*	-	-	82%	61%	-
	2021	67%	41%	**21%**	19%	19%	-	-	-	-	-	-	-	-	-	27%	19%	-
At Meets Grade Level or Above	2022	48%	31%	**50%**	42%	42%	-	-	-	-	*	-	*	-	-	45%	52%	-
	2021	41%	19%	**9%**	10%	10%	-	-	-	-	-	-	-	-	-	7%	10%	-
At Masters Grade Level	2022	23%	12%	**41%**	26%	26%	-	-	-	-	*	-	*	-	-	45%	39%	-
	2021	18%	6%	**4%**	5%	5%	-	-	-	-	-	-	-	-	-	2%	5%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**67%**	50%	50%	-	-	-	-	*	-	*	-	-	80%	60%	-
	2021	68%	43%	**32%**	31%	31%	-	-	-	-	-	-	-	-	-	36%	31%	-
At Meets Grade Level or Above	2022	53%	32%	**47%**	38%	38%	-	-	-	-	*	-	*	-	-	40%	50%	-
	2021	45%	22%	**14%**	15%	15%	-	-	-	-	-	-	-	-	-	9%	15%	-
At Masters Grade Level	2022	25%	11%	**33%**	13%	13%	-	-	-	-	*	-	*	-	-	40%	30%	-
	2021	18%	5%	**8%**	9%	9%	-	-	-	-	-	-	-	-	-	5%	9%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**67%**	50%	50%	-	-	-	-	*	-	*	-	-	80%	60%	-
	2021	66%	35%	**17%**	15%	15%	-	-	-	-	-	-	-	-	-	23%	15%	-
At Meets Grade Level or Above	2022	42%	26%	**47%**	38%	38%	-	-	-	-	*	-	*	-	-	40%	50%	-
	2021	37%	11%	**8%**	8%	8%	-	-	-	-	-	-	-	-	-	9%	8%	-
At Masters Grade Level	2022	20%	9%	**40%**	25%	25%	-	-	-	-	*	-	*	-	-	40%	40%	-
	2021	18%	4%	**2%**	3%	3%	-	-	-	-	-	-	-	-	-	0%	3%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	*	*	*	-	-	-	-	-	-	-	-	-	*	*	-
	2021	71%	46%	**21%**	16%	16%	-	-	-	-	-	-	-	-	-	30%	16%	-
At Meets Grade Level or Above	2022	47%	30%	*	*	*	-	-	-	-	-	-	-	-	-	*	*	-
	2021	44%	18%	**7%**	11%	11%	-	-	-	-	-	-	-	-	-	0%	11%	-
At Masters Grade Level	2022	21%	10%	*	*	*	-	-	-	-	-	-	-	-	-	*	*	-
	2021	20%	5%	**3%**	5%	5%	-	-	-	-	-	-	-	-	-	0%	5%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**100%**	100%	100%	-	-	-	-	*	-	*	-	-	*	100%	-
	2019	69%	64%	**69%**	54%	-	-	-	54%		84%	84%	-		-		69%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RUNN VIRTUAL LEARNING ACADEMY (108902105) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**100%**	*	*	-	-	-	-	*	-	*	-	-	*	*	-
	2019	68%	64%	**64%**	50%	-	-	-	50%		83%	83%	-		-		66%	
All Grades Mathematics	2022	69%	78%	**100%**	*	*	-	-	-	-	*	-	*	-	-	*	100%	-
	2019	70%	65%	**74%**	58%	-	-	-	58%		84%	84%	-		-		71%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
Included in Accountability	93%	91%	**74%**	-	74%	-	-	-	-	-	-	-	81%	*	76%	100%
Not Included in Accountability: Mobile	5%	5%	**26%**	-	26%	-	-	-	-	-	-	-	19%	*	24%	0%
Not Included in Accountability: Other Exclusions	1%	3%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
Included in Accountability	92%	88%	**71%**	-	71%	-	-	-	-	-	-	-	79%	*	74%	100%
Not Included in Accountability: Mobile	5%	5%	**29%**	-	29%	-	-	-	-	-	-	-	21%	*	26%	0%
Not Included in Accountability: Other Exclusions	2%	5%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
Included in Accountability	93%	92%	**71%**	-	71%	-	-	-	-	-	-	-	79%	*	74%	100%
Not Included in Accountability: Mobile	5%	6%	**29%**	-	29%	-	-	-	-	-	-	-	21%	*	26%	0%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
Science																
Assessment Participant	98%	98%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Included in Accountability	93%	92%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Not Included in Accountability: Mobile	4%	5%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Not Included in Accountability: Other Exclusions	1%	1%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Not Tested	2%	2%	*	-	*	-	-	-	-	-	-	-	*	-	*	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
Other	0%	0%	*	-	*	-	-	-	-	-	-	-	*	-	*	*
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**81%**	-	81%	*	-	-	-	-	100%	100%	77%	97%	80%	92%
Included in Accountability	83%	63%	**73%**	-	73%	*	-	-	-	-	100%	100%	74%	69%	72%	82%
Not Included in Accountability: Mobile	3%	2%	**4%**	-	4%	*	-	-	-	-	0%	0%	1%	18%	4%	4%
Not Included in Accountability: Other Exclusions	1%	5%	**4%**	-	4%	*	-	-	-	-	0%	0%	3%	10%	4%	6%
Not Tested	12%	29%	**19%**	-	19%	*	-	-	-	-	0%	0%	23%	3%	20%	8%
Absent	2%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	28%	**19%**	-	19%	*	-	-	-	-	0%	0%	23%	3%	20%	8%
Reading																
Assessment Participant	89%	75%	**84%**	-	84%	*	-	-	-	-	100%	*	80%	100%	83%	96%
Included in Accountability	83%	61%	**74%**	-	74%	*	-	-	-	-	100%	*	75%	70%	73%	82%
Not Included in Accountability: Mobile	3%	2%	**3%**	-	3%	*	-	-	-	-	0%	*	0%	17%	4%	4%
Not Included in Accountability: Other Exclusions	3%	11%	**7%**	-	7%	*	-	-	-	-	0%	*	5%	13%	7%	10%
Not Tested	11%	25%	**16%**	-	16%	*	-	-	-	-	0%	*	20%	0%	17%	4%
Absent	2%	3%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**16%**	-	16%	*	-	-	-	-	0%	*	20%	0%	17%	4%
Mathematics																
Assessment Participant	88%	67%	**81%**	-	81%	*	-	-	-	-	100%	*	78%	96%	81%	91%
Included in Accountability	84%	64%	**75%**	-	74%	*	-	-	-	-	100%	*	76%	70%	74%	84%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	*	-	-	-	-	0%	*	1%	17%	4%	4%
Not Included in Accountability: Other Exclusions	0%	0%	**3%**	-	3%	*	-	-	-	-	0%	*	1%	9%	3%	4%
Not Tested	12%	33%	**19%**	-	19%	*	-	-	-	-	0%	*	22%	4%	19%	9%
Absent	2%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**19%**	-	19%	*	-	-	-	-	0%	*	22%	4%	19%	9%
Science																
Assessment Participant	87%	68%	**87%**	-	86%	*	-	-	-	-	*	-	83%	100%	86%	85%
Included in Accountability	84%	65%	**76%**	-	76%	*	-	-	-	-	*	-	77%	75%	75%	73%
Not Included in Accountability: Mobile	3%	2%	**5%**	-	5%	*	-	-	-	-	*	-	3%	13%	6%	4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**5%**	-	5%	*	-	-	-	-	*	-	3%	13%	6%	8%
Not Tested	13%	32%	**13%**	-	14%	*	-	-	-	-	*	-	17%	0%	14%	15%
Absent	2%	1%	**0%**	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
Other	10%	32%	**13%**	-	14%	*	-	-	-	-	*	-	17%	0%	14%	15%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**99.2%**	-	99.2%	-	-	-	-	-	99.8%	99.1%	99.3%
2019-20	98.3%	96.9%	**98.2%**	-	98.2%	*	-	-	-	-	98.0%	98.3%	98.3%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**3.3%**	-	3.3%	-	-	-	-	-	0.0%	3.5%	2.1%
2019-20	6.7%	11.1%	**5.2%**	-	5.2%	*	-	-	-	-	0.0%	3.8%	4.4%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	80	100.0%	13,060	5,402,928	80	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	0	0.0%	4.3%	4.1%	0	0.0%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	3.3%	3.5%	0	0.0%	3.3%	3.5%
Kindergarten	12	15.0%	5.8%	6.8%	12	15.0%	5.8%	6.8%
Grade 1	15	18.8%	6.8%	7.1%	15	18.8%	6.8%	7.1%
Grade 2	21	26.3%	7.0%	7.1%	21	26.3%	7.0%	7.1%
Grade 3	19	23.8%	6.6%	7.1%	19	23.8%	6.6%	7.1%
Grade 4	2	2.5%	6.7%	7.1%	2	2.5%	6.7%	7.1%
Grade 5	9	11.3%	7.2%	7.2%	9	11.3%	7.2%	7.2%
Grade 6	2	2.5%	7.0%	7.4%	2	2.5%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	80	100.0%	99.7%	52.8%	80	100.0%	99.7%	52.7%
White	0	0.0%	0.2%	26.3%	0	0.0%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	36	45.0%	48.4%	48.9%	36	45.0%	48.4%	48.8%
Male	44	55.0%	51.6%	51.1%	44	55.0%	51.6%	51.2%
Economically Disadvantaged	76	95.0%	94.6%	60.7%	76	95.0%	94.6%	60.6%
Non-Educationally Disadvantaged	4	5.0%	5.4%	39.3%	4	5.0%	5.4%	39.4%
Section 504 Students	2	2.5%	3.6%	7.4%	2	2.5%	3.6%	7.4%
EB Students/EL	44	55.0%	56.1%	21.7%	44	55.0%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	1	1.3%	0.7%	5.0%	1	1.3%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	2	2.5%	7.4%	1.1%	2	2.5%	7.4%	1.1%
Immigrant	1	1.3%	1.5%	2.0%	1	1.3%	1.5%	2.0%
Migrant	1	1.3%	3.7%	0.3%	1	1.3%	3.7%	0.3%
Title I	80	100.0%	100.0%	64.3%	80	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	66	82.5%	82.5%	53.5%	66	82.5%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	80	100.0%	57.0%	21.9%	80	100.0%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	14	17.5%	8.5%	8.0%	14	17.5%	8.5%	8.0%
Special Education	3	3.8%	10.4%	11.6%	3	3.8%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability Students with Intellectual Disabilities	*	*	59.7%	43.0%				
Students with Physical Disabilities	*	*	13.3%	20.8%				
Students with Autism	0	0.0%	10.1%	14.7%				
Students with Behavioral Disabilities	0	0.0%	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	29	13.5%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	29	13.5%	12.3%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	3	27.3%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	19	13.1%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	29	13.9%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	226	95.8%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.3%	1.9%	-	0.0%	5.2%
Grade 1	2.4%	4.7%	2.9%	0.0%	3.8%	4.2%
Grade 2	0.0%	3.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	0.0%	2.0%	1.0%	0.0%	2.0%	1.0%
Grade 4	0.0%	1.7%	0.7%	0.0%	2.7%	0.7%
Grade 5	11.1%	1.1%	0.5%	0.0%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	6.0	18.5	18.7
Grade 1	15.0	18.4	18.7
Grade 2	21.0	17.9	18.6
Grade 3	19.0	18.0	18.7
Grade 4	2.0	17.4	18.8
Grade 5	9.0	18.8	20.2
Grade 6	2.0	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	22.5	100.0%	100.0%	100.0%
Professional Staff:	16.0	71.1%	55.8%	64.1%
Teachers	10.0	44.5%	42.0%	49.3%
Professional Support	5.0	22.1%	11.0%	10.7%
Campus Administration (School Leadership)	1.0	4.4%	1.9%	2.9%
Educational Aides:	6.5	28.9%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	22.5	100.0%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	10.0	100.0%	96.6%	28.9%
White	0.0	0.0%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	3.7	37.1%	35.4%	24.1%
Females	6.3	62.9%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	10.0	100.0%	80.8%	72.6%
Masters	0.0	0.0%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.9%	7.9%
1-5 Years Experience	1.9	19.1%	20.4%	26.7%
6-10 Years Experience	1.8	17.9%	25.8%	20.6%
11-20 Years Experience	5.3	53.0%	34.3%	28.6%
21-30 Years Experience	1.0	10.0%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	8.0	n/a	13.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.1	6.3
Average Years Experience of Principals with District	3.0	7.1	5.4
Average Years Experience of Assistant Principals	0.0	6.7	5.5
Average Years Experience of Assistant Principals with District	0.0	5.8	4.8
Average Years Experience of Teachers:	11.9	11.5	11.1
Average Years Experience of Teachers with District:	11.7	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$53,500	$51,054
1-5 Years Experience	$21,084	$53,852	$54,577
6-10 Years Experience	$43,146	$56,098	$57,746
11-20 Years Experience	$55,999	$60,197	$61,377
21-30 Years Experience	$64,643	$64,449	$65,949
Over 30 Years Experience	-	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$47,885	$58,223	$58,887
Professional Support	$36,532	$63,600	$69,505
Campus Administration (School Leadership)	$82,716	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	1.3%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	8.9	88.7%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	1.0	10.0%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: C STAINKE EL

Campus Number: 108902106

2022 Accountability Rating: B

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**56%**	-	56%	-	-	-	-	-	44%	*	54%	67%	54%	43%
	2021	67%	32%	**51%**	-	51%	-	-	-	-	-	*	*	57%	25%	50%	41%
At Meets Grade Level or Above	2022	51%	29%	**31%**	-	31%	-	-	-	-	-	33%	*	30%	42%	29%	21%
	2021	39%	12%	**16%**	-	16%	-	-	-	-	-	*	*	20%	0%	17%	9%
At Masters Grade Level	2022	30%	13%	**10%**	-	10%	-	-	-	-	-	0%	*	12%	0%	10%	9%
	2021	19%	5%	**5%**	-	5%	-	-	-	-	-	*	*	6%	0%	5%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**44%**	-	44%	-	-	-	-	-	44%	*	47%	25%	43%	45%
	2021	62%	26%	**23%**	-	23%	-	-	-	-	-	*	*	29%	0%	21%	9%
At Meets Grade Level or Above	2022	43%	24%	**21%**	-	21%	-	-	-	-	-	33%	*	22%	17%	20%	26%
	2021	31%	9%	**12%**	-	12%	-	-	-	-	-	*	*	14%	0%	12%	5%
At Masters Grade Level	2022	21%	9%	**5%**	-	5%	-	-	-	-	-	0%	*	4%	8%	4%	6%
	2021	14%	4%	**7%**	-	7%	-	-	-	-	-	*	*	9%	0%	7%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	**57%**	-	57%	-	-	-	-	-	*	*	60%	50%	54%	50%
	2021	63%	36%	**42%**	-	42%	-	-	-	-	-	40%	-	43%	36%	38%	34%
At Meets Grade Level or Above	2022	54%	32%	**30%**	-	30%	-	-	-	-	-	*	*	33%	19%	28%	19%
	2021	36%	16%	**21%**	-	21%	-	-	-	-	-	20%	-	24%	9%	17%	14%
At Masters Grade Level	2022	28%	12%	**11%**	-	11%	-	-	-	-	-	*	*	13%	6%	11%	6%
	2021	17%	5%	**4%**	-	4%	-	-	-	-	-	0%	-	4%	0%	2%	3%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	**48%**	-	48%	-	-	-	-	-	*	*	49%	44%	47%	50%
	2021	59%	29%	**25%**	-	25%	-	-	-	-	-	20%	-	26%	18%	23%	23%
At Meets Grade Level or Above	2022	43%	26%	**11%**	-	11%	-	-	-	-	-	*	*	16%	0%	11%	6%
	2021	36%	12%	**14%**	-	14%	-	-	-	-	-	20%	-	15%	9%	11%	9%
At Masters Grade Level	2022	23%	9%	**8%**	-	8%	-	-	-	-	-	*	*	11%	0%	7%	6%
	2021	21%	5%	**2%**	-	2%	-	-	-	-	-	20%	-	2%	0%	2%	3%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	**63%**	-	63%	-	-	-	-	-	14%	*	63%	63%	60%	70%
	2021	73%	51%	**58%**	-	58%	-	-	-	-	*	17%	-	50%	91%	59%	57%
At Meets Grade Level or Above	2022	58%	39%	**36%**	-	36%	-	-	-	-	-	14%	*	35%	38%	33%	35%
	2021	46%	21%	**26%**	-	25%	-	-	-	-	*	0%	-	26%	27%	25%	19%
At Masters Grade Level	2022	36%	22%	**25%**	-	25%	-	-	-	-	-	14%	*	27%	21%	22%	23%
	2021	30%	11%	**15%**	-	15%	-	-	-	-	*	0%	-	12%	27%	16%	11%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**64%**	-	64%	-	-	-	-	-	43%	*	65%	63%	61%	67%
	2021	70%	38%	**44%**	-	43%	-	-	-	-	*	57%	-	40%	58%	43%	46%
At Meets Grade Level or Above	2022	48%	38%	**35%**	-	35%	-	-	-	-	-	14%	*	35%	33%	34%	39%
	2021	44%	15%	**18%**	-	19%	-	-	-	-	*	29%	-	14%	33%	17%	22%
At Masters Grade Level	2022	25%	17%	**14%**	-	14%	-	-	-	-	-	14%	*	17%	4%	13%	11%
	2021	25%	6%	**11%**	-	11%	-	-	-	-	*	0%	-	9%	17%	9%	14%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	**41%**	-	41%	-	-	-	-	-	14%	*	44%	33%	38%	40%
	2021	62%	29%	**24%**	-	23%	-	-	-	-	*	0%	-	24%	25%	25%	19%
At Meets Grade Level or Above	2022	38%	23%	**14%**	-	14%	-	-	-	-	-	14%	*	13%	17%	13%	12%
	2021	31%	7%	**4%**	-	4%	-	-	-	-	*	0%	-	5%	0%	4%	3%
At Masters Grade Level	2022	18%	9%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	0%	0%
	2021	13%	3%	**0%**	-	0%	-	-	-	-	*	0%	-	0%	0%	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**54%**	-	54%	-	-	-	-	-	35%	56%	55%	50%	51%	53%
	2021	67%	41%	**37%**	-	37%	-	-	-	-	*	35%	*	37%	37%	36%	32%
At Meets Grade Level or Above	2022	48%	31%	**26%**	-	26%	-	-	-	-	-	26%	0%	26%	24%	24%	24%
	2021	41%	19%	**15%**	-	15%	-	-	-	-	*	23%	*	16%	11%	14%	12%
At Masters Grade Level	2022	23%	12%	**11%**	-	11%	-	-	-	-	-	7%	0%	12%	6%	9%	9%
	2021	18%	6%	**6%**	-	6%	-	-	-	-	*	10%	*	6%	7%	5%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**59%**	-	59%	-	-	-	-	-	33%	*	59%	60%	57%	56%
	2021	68%	43%	**50%**	-	50%	-	-	-	-	*	38%	*	50%	53%	49%	45%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	32%	**33%**	-	33%	-	-	-	-	-	28%	*	33%	33%	30%	26%
	2021	45%	22%	**22%**	-	21%	-	-	-	-	*	23%	*	24%	13%	20%	15%
At Masters Grade Level	2022	25%	11%	**17%**	-	17%	-	-	-	-	-	6%	*	18%	12%	14%	14%
	2021	18%	5%	**8%**	-	8%	-	-	-	-	*	0%	*	7%	10%	8%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**53%**	-	53%	-	-	-	-	-	44%	*	54%	48%	51%	55%
	2021	66%	35%	**31%**	-	31%	-	-	-	-	*	50%	*	31%	29%	30%	29%
At Meets Grade Level or Above	2022	42%	26%	**24%**	-	24%	-	-	-	-	-	28%	*	25%	19%	23%	26%
	2021	37%	11%	**15%**	-	15%	-	-	-	-	*	36%	*	15%	16%	14%	13%
At Masters Grade Level	2022	20%	9%	**9%**	-	9%	-	-	-	-	-	11%	*	11%	4%	8%	8%
	2021	18%	4%	**6%**	-	6%	-	-	-	-	*	21%	*	6%	6%	6%	6%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**41%**	-	41%	-	-	-	-	-	14%	*	44%	33%	38%	40%
	2021	71%	46%	**24%**	-	23%	-	-	-	-	*	0%	-	24%	25%	25%	19%
At Meets Grade Level or Above	2022	47%	30%	**14%**	-	14%	-	-	-	-	-	14%	*	13%	17%	13%	12%
	2021	44%	18%	**4%**	-	4%	-	-	-	-	*	0%	-	5%	0%	4%	3%
At Masters Grade Level	2022	21%	10%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	0%	0%
	2021	20%	5%	**0%**	-	0%	-	-	-	-	*	0%	-	0%	0%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**13%**	-	13%	-	-	-	-	-	33%	*	14%	8%	12%	11%
	2021	24%	6%	**9%**	-	9%	-	-	-	-	-	*	*	11%	0%	10%	5%
Reading and Mathematics Including EOC	2022	36%	17%	**13%**	-	13%	-	-	-	-	-	33%	*	14%	8%	12%	11%
	2021	24%	6%	**9%**	-	9%	-	-	-	-	-	*	*	11%	0%	10%	5%
Reading Including EOC	2022	51%	29%	**31%**	-	31%	-	-	-	-	-	33%	*	30%	42%	29%	21%
	2021	38%	12%	**16%**	-	16%	-	-	-	-	-	*	*	20%	0%	17%	9%
Math Including EOC	2022	43%	24%	**21%**	-	21%	-	-	-	-	-	33%	*	22%	17%	20%	26%
	2021	31%	9%	**12%**	-	12%	-	-	-	-	-	*	*	14%	0%	12%	5%
4th Graders																	
Reading and Mathematics	2022	36%	18%	**8%**	-	8%	-	-	-	-	-	*	*	11%	0%	7%	6%
	2021	26%	8%	**11%**	-	11%	-	-	-	-	-	20%	-	13%	0%	8%	6%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	18%	**8%**	-	8%	-	-	-	-	-	*	*	11%	0%	7%	6%
	2021	26%	8%	**11%**	-	11%	-	-	-	-	-	20%	-	13%	0%	8%	6%
Reading Including EOC	2022	54%	32%	**30%**	-	30%	-	-	-	-	-	*	*	33%	19%	28%	19%
	2021	36%	16%	**21%**	-	21%	-	-	-	-	-	20%	-	24%	9%	17%	14%
Math Including EOC	2022	43%	26%	**11%**	-	11%	-	-	-	-	-	*	*	16%	0%	11%	6%
	2021	36%	12%	**14%**	-	14%	-	-	-	-	-	20%	-	15%	9%	11%	9%
5th Graders																	
Reading and Mathematics	2022	41%	26%	**24%**	-	24%	-	-	-	-	-	14%	*	25%	21%	24%	25%
	2021	34%	9%	**12%**	-	12%	-	-	-	-	*	0%	-	7%	27%	10%	11%
Reading and Mathematics Including EOC	2022	41%	26%	**24%**	-	24%	-	-	-	-	-	14%	*	25%	21%	24%	25%
	2021	34%	9%	**12%**	-	12%	-	-	-	-	*	0%	-	7%	27%	10%	11%
Reading Including EOC	2022	58%	39%	**36%**	-	36%	-	-	-	-	-	14%	*	35%	38%	33%	35%
	2021	46%	21%	**26%**	-	25%	-	-	-	-	*	0%	-	26%	27%	25%	19%
Math Including EOC	2022	48%	38%	**35%**	-	35%	-	-	-	-	-	14%	*	35%	33%	34%	39%
	2021	44%	15%	**16%**	-	17%	-	-	-	-	*	14%	-	14%	25%	15%	19%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**16%**	-	16%	-	-	-	-	-	28%	*	17%	12%	15%	15%
	2021	26%	7%	**11%**	-	11%	-	-	-	-	*	23%	*	11%	10%	9%	8%
Reading and Mathematics Including EOC	2022	36%	21%	**16%**	-	16%	-	-	-	-	-	28%	*	17%	12%	15%	15%
	2021	28%	8%	**11%**	-	11%	-	-	-	-	*	23%	*	11%	10%	9%	8%
Reading Including EOC	2022	53%	35%	**33%**	-	33%	-	-	-	-	-	28%	*	33%	33%	30%	26%
	2021	41%	18%	**22%**	-	21%	-	-	-	-	*	23%	*	24%	13%	20%	15%
Math Including EOC	2022	43%	30%	**24%**	-	24%	-	-	-	-	-	28%	*	25%	19%	23%	26%
	2021	37%	11%	**14%**	-	14%	-	-	-	-	*	29%	*	15%	13%	13%	12%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
C STAINKE EL (108902106) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	**76**	-	76	-	-	-	-	-	-	*	76	73	74	67
	2019	61	59	**76**	-	76	-	-	-	-	-	63	*	74	83	76	76
Grade 4 Mathematics	2022	74	84	**81**	-	81	-	-	-	-	-	-	*	82	80	80	77
	2019	65	60	**77**	-	77	-	-	-	-	-	75	*	78	71	76	75
Grade 5 ELA/Reading	2022	87	89	**89**	-	89	-	-	-	-	-	67	*	98	63	88	97
	2019	81	74	**72**	-	72	-	-	-	-	-	50	-	76	50	71	74
Grade 5 Mathematics	2022	79	91	**91**	-	91	-	-	-	-	-	80	*	90	93	91	92
	2019	83	82	**83**	-	83	-	-	-	-	-	88	-	81	95	84	81
All Grades Both Subjects	2022	74	79	**85**	-	85	-	-	-	-	-	73	80	88	77	84	85
	2019	69	64	**77**	-	77	-	-	-	-	-	70	*	77	75	77	77
All Grades ELA/Reading	2022	78	80	**83**	-	83	-	-	-	-	-	67	*	89	67	82	84
	2019	68	64	**74**	-	74	-	-	-	-	-	55	*	75	67	73	75
All Grades Mathematics	2022	69	78	**87**	-	87	-	-	-	-	-	80	*	87	87	87	86
	2019	70	65	**80**	-	80	-	-	-	-	-	83	*	80	83	80	79

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
C STAINKE EL (108902106) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**54%**	42%	46%	-	-	-	14%	-	-	-	-	-	54%	53%	-
	2021	67%	41%	**37%**	32%	35%	-	-	-	27%	-	-	-	-	-	45%	32%	*
At Meets Grade Level or Above	2022	48%	31%	**26%**	16%	18%	-	-	-	0%	-	-	-	-	-	28%	24%	-
	2021	41%	19%	**15%**	12%	11%	-	-	-	12%	-	-	-	-	-	20%	12%	*
At Masters Grade Level	2022	23%	12%	**11%**	6%	7%	-	-	-	0%	-	-	-	-	-	13%	9%	-
	2021	18%	6%	**6%**	5%	5%	-	-	-	4%	-	-	-	-	-	7%	5%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**59%**	42%	45%	-	-	-	14%	-	-	-	-	-	63%	56%	-
	2021	68%	43%	**50%**	44%	50%	-	-	-	34%	-	-	-	-	-	59%	44%	*
At Meets Grade Level or Above	2022	53%	32%	**33%**	18%	19%	-	-	-	0%	-	-	-	-	-	41%	26%	-
	2021	45%	22%	**22%**	14%	14%	-	-	-	14%	-	-	-	-	-	32%	14%	*
At Masters Grade Level	2022	25%	11%	**17%**	7%	8%	-	-	-	0%	-	-	-	-	-	20%	14%	-
	2021	18%	5%	**8%**	5%	7%	-	-	-	3%	-	-	-	-	-	10%	5%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**53%**	44%	46%	-	-	-	14%	-	-	-	-	-	50%	55%	-
	2021	66%	35%	**31%**	28%	31%	-	-	-	23%	-	-	-	-	-	34%	28%	*
At Meets Grade Level or Above	2022	42%	26%	**24%**	15%	17%	-	-	-	0%	-	-	-	-	-	21%	26%	-
	2021	37%	11%	**15%**	12%	14%	-	-	-	9%	-	-	-	-	-	18%	12%	*
At Masters Grade Level	2022	20%	9%	**9%**	6%	6%	-	-	-	0%	-	-	-	-	-	10%	8%	-
	2021	18%	4%	**6%**	5%	7%	-	-	-	3%	-	-	-	-	-	7%	5%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**41%**	14%	-	-	-	-	14%	-	-	-	-	-	42%	40%	-
	2021	71%	46%	**24%**	17%	17%	-	-	-	-	-	-	-	-	-	33%	17%	*
At Meets Grade Level or Above	2022	47%	30%	**14%**	0%	-	-	-	-	0%	-	-	-	-	-	16%	12%	-
	2021	44%	18%	**4%**	3%	3%	-	-	-	-	-	-	-	-	-	6%	3%	*
At Masters Grade Level	2022	21%	10%	**1%**	0%	-	-	-	-	0%	-	-	-	-	-	3%	0%	-
	2021	20%	5%	**0%**	0%	0%	-	-	-	-	-	-	-	-	-	0%	0%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**85%**	75%	72%	-	-	-	89%	-	-	-	-	-	85%	85%	-
	2019	69%	64%	**77%**	75%	75%	-	-	-		-	-	-		-		75%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
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Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**83%**	70%	67%	-	-	-	*	-	-	-	-	-	82%	84%	-
	2019	68%	64%	**74%**	72%	72%	-	-	-		-	-	-		-		72%	
All Grades Mathematics	2022	69%	78%	**87%**	78%	77%	-	-	-	83%	-	-	-	-	-	88%	86%	-
	2019	70%	65%	**80%**	78%	78%	-	-	-		-	-	-		-		78%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	**90%**	-	90%	-	-	-	-	-	93%	82%	97%	73%	94%	88%
Not Included in Accountability: Mobile	5%	5%	**9%**	-	9%	-	-	-	-	-	4%	18%	3%	25%	6%	11%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	-	-	-	-	-	2%	0%	0%	2%	1%	1%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	88%	**90%**	-	90%	-	-	-	-	-	90%	80%	96%	71%	93%	86%
Not Included in Accountability: Mobile	5%	5%	**10%**	-	10%	-	-	-	-	-	5%	20%	4%	26%	6%	13%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	-	1%	-	-	-	-	-	5%	0%	0%	3%	1%	1%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	**90%**	-	90%	-	-	-	-	-	95%	80%	96%	72%	93%	87%
Not Included in Accountability: Mobile	5%	6%	**10%**	-	10%	-	-	-	-	-	5%	20%	4%	26%	6%	13%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	1%	0%	1%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**92%**	-	92%	-	-	-	-	-	100%	*	99%	77%	97%	93%
Not Included in Accountability: Mobile	4%	5%	**7%**	-	7%	-	-	-	-	-	0%	*	1%	19%	2%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	3%	1%	2%
Not Tested	2%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**85%**	-	85%	*	-	-	-	*	60%	*	86%	83%	85%	93%
Included in Accountability	83%	63%	**77%**	-	77%	*	-	-	-	*	59%	*	82%	61%	78%	86%
Not Included in Accountability: Mobile	3%	2%	**8%**	-	8%	*	-	-	-	*	0%	*	4%	18%	7%	6%
Not Included in Accountability: Other Exclusions	1%	5%	**1%**	-	1%	*	-	-	-	*	1%	*	0%	4%	1%	2%
Not Tested	12%	29%	**15%**	-	15%	*	-	-	-	*	40%	*	14%	17%	15%	7%
Absent	2%	1%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	10%	28%	**15%**	-	15%	*	-	-	-	*	40%	*	14%	17%	15%	7%
Reading																
Assessment Participant	89%	75%	**87%**	-	87%	*	-	-	-	*	61%	*	87%	87%	87%	96%
Included in Accountability	83%	61%	**76%**	-	76%	*	-	-	-	*	57%	*	82%	58%	77%	85%
Not Included in Accountability: Mobile	3%	2%	**8%**	-	8%	*	-	-	-	*	0%	*	5%	17%	7%	6%
Not Included in Accountability: Other Exclusions	3%	11%	**3%**	-	3%	*	-	-	-	*	4%	*	0%	12%	3%	5%
Not Tested	11%	25%	**13%**	-	14%	*	-	-	-	*	39%	*	13%	13%	13%	4%
Absent	2%	3%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	10%	23%	**13%**	-	14%	*	-	-	-	*	39%	*	13%	13%	13%	4%
Mathematics																
Assessment Participant	88%	67%	**85%**	-	85%	*	-	-	-	*	58%	*	86%	80%	85%	93%
Included in Accountability	84%	64%	**77%**	-	77%	*	-	-	-	*	58%	*	82%	62%	78%	86%
Not Included in Accountability: Mobile	4%	3%	**8%**	-	8%	*	-	-	-	*	0%	*	5%	18%	7%	6%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Not Tested	12%	33%	**15%**	-	15%	*	-	-	-	*	42%	*	14%	20%	15%	7%
Absent	2%	0%	**0%**	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	10%	32%	**15%**	-	15%	*	-	-	-	*	42%	*	14%	20%	15%	7%
Science																
Assessment Participant	87%	68%	**77%**	-	78%	*	-	-	-	*	55%	-	79%	72%	78%	86%
Included in Accountability	84%	65%	**76%**	-	77%	*	-	-	-	*	55%	-	79%	67%	76%	86%
Not Included in Accountability: Mobile	3%	2%	**1%**	-	1%	*	-	-	-	*	0%	-	0%	6%	1%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%
Not Tested	13%	32%	**23%**	-	22%	*	-	-	-	*	45%	-	21%	28%	22%	14%
Absent	2%	1%	**0%**	-	0%	*	-	-	-	*	0%	-	0%	0%	0%	0%
Other	10%	32%	**23%**	-	22%	*	-	-	-	*	45%	-	21%	28%	22%	14%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**98.9%**	-	98.9%	*	-	-	-	*	98.9%	98.9%	99.3%
2019-20	98.3%	96.9%	**98.2%**	-	98.2%	*	-	-	-	*	97.5%	98.2%	98.5%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**3.2%**	-	3.2%	*	-	-	-	*	0.0%	2.6%	1.6%
2019-20	6.7%	11.1%	**3.3%**	-	3.1%	*	-	-	-	*	5.5%	3.6%	2.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2021-22 Graduation Profile (TAPR)

C STAINKE EL (108902106) - DONNA ISD - HIDALGO COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	562	100.0%	13,060	5,402,928	562	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	3	0.5%	0.2%	0.3%	3	0.5%	0.2%	0.4%
Pre-Kindergarten	53	9.4%	4.3%	4.1%	53	9.4%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	9	1.6%	1.0%	0.6%	9	1.6%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	44	7.8%	3.3%	3.5%	44	7.8%	3.3%	3.5%
Kindergarten	87	15.5%	5.8%	6.8%	87	15.5%	5.8%	6.8%
Grade 1	79	14.1%	6.8%	7.1%	79	14.1%	6.8%	7.1%
Grade 2	83	14.8%	7.0%	7.1%	83	14.8%	7.0%	7.1%
Grade 3	91	16.2%	6.6%	7.1%	91	16.2%	6.6%	7.1%
Grade 4	66	11.7%	6.7%	7.1%	66	11.7%	6.7%	7.1%
Grade 5	100	17.8%	7.2%	7.2%	100	17.8%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	561	99.8%	99.7%	52.8%	561	99.8%	99.7%	52.7%
White	1	0.2%	0.2%	26.3%	1	0.2%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	265	47.2%	48.4%	48.9%	265	47.2%	48.4%	48.8%
Male	297	52.8%	51.6%	51.1%	297	52.8%	51.6%	51.2%
Economically Disadvantaged	526	93.6%	94.6%	60.7%	526	93.6%	94.6%	60.6%
Non-Educationally Disadvantaged	36	6.4%	5.4%	39.3%	36	6.4%	5.4%	39.4%
Section 504 Students	7	1.2%	3.6%	7.4%	7	1.2%	3.6%	7.4%
EB Students/EL	308	54.8%	56.1%	21.7%	308	54.8%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	0	0.0%	0.7%	5.0%	0	0.0%	0.7%	5.0%
Foster Care	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Homeless	34	6.0%	7.4%	1.1%	34	6.0%	7.4%	1.1%
Immigrant	5	0.9%	1.5%	2.0%	5	0.9%	1.5%	2.0%
Migrant	14	2.5%	3.7%	0.3%	14	2.5%	3.7%	0.3%
Title I	562	100.0%	100.0%	64.3%	562	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	484	86.1%	82.5%	53.5%	484	86.1%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	307	54.6%	57.0%	21.9%	307	54.6%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	46	8.2%	8.5%	8.0%	46	8.2%	8.5%	8.0%
Special Education	39	6.9%	10.4%	11.6%	39	6.9%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	39							
By Type of Primary Disability Students with Intellectual Disabilities	14	35.9%	59.7%	43.0%				
Students with Physical Disabilities	13	33.3%	13.3%	20.8%				
Students with Autism	6	15.4%	10.1%	14.7%				
Students with Behavioral Disabilities	*	*	15.4%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	66	17.4%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	65	17.1%	12.3%	6.6%				
White	1	0.3%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	4	10.5%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	29	15.3%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	64	17.6%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	108	26.9%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.9%	1.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	6.8%	4.7%	2.9%	0.0%	3.8%	4.2%
Grade 2	4.5%	3.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	0.0%	2.0%	1.0%	0.0%	2.0%	1.0%
Grade 4	1.6%	1.7%	0.7%	0.0%	2.7%	0.7%
Grade 5	0.0%	1.1%	0.5%	0.0%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	21.6	18.5	18.7
Grade 1	19.0	18.4	18.7
Grade 2	20.0	17.9	18.6
Grade 3	21.7	18.0	18.7
Grade 4	15.7	17.4	18.8
Grade 5	19.7	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

Texas Education Agency

2021-22 Staff Information (TAPR)

C STAINKE EL (108902106) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	57.7	100.0%	100.0%	100.0%
Professional Staff:	37.4	64.7%	55.8%	64.1%
Teachers	31.7	54.9%	42.0%	49.3%
Professional Support	4.7	8.1%	11.0%	10.7%
Campus Administration (School Leadership)	1.0	1.7%	1.9%	2.9%
Educational Aides:	20.4	35.3%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	57.7	100.0%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	31.7	100.0%	96.6%	28.9%
White	0.0	0.0%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	3.7	11.8%	35.4%	24.1%
Females	28.0	88.2%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.9	2.8%	1.1%	1.4%
Bachelors	25.1	79.0%	80.8%	72.6%
Masters	5.8	18.1%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.7	11.7%	6.9%	7.9%
1-5 Years Experience	1.0	3.2%	20.4%	26.7%
6-10 Years Experience	4.9	15.4%	25.8%	20.6%
11-20 Years Experience	16.4	51.7%	34.3%	28.6%
21-30 Years Experience	5.7	18.0%	9.6%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
C STAINKE EL (108902106) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	17.7	n/a	13.4	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.1	6.3
Average Years Experience of Principals with District	3.0	7.1	5.4
Average Years Experience of Assistant Principals	0.0	6.7	5.5
Average Years Experience of Assistant Principals with District	0.0	5.8	4.8
Average Years Experience of Teachers:	13.7	11.5	11.1
Average Years Experience of Teachers with District:	12.9	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,087	$53,500	$51,054
1-5 Years Experience	$55,973	$53,852	$54,577
6-10 Years Experience	$57,810	$56,098	$57,746
11-20 Years Experience	$60,618	$60,197	$61,377
21-30 Years Experience	$59,175	$64,449	$65,949
Over 30 Years Experience	-	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$59,015	$58,223	$58,887
Professional Support	$65,544	$63,600	$69,505
Campus Administration (School Leadership)	$82,716	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	3.7	11.7%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	24.6	77.7%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	3.4	10.6%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: J W CACERES EL

Campus Number: 108902109

2022 Accountability Rating: A

Distinction Designations:

- **Academic Achievement in Mathematics**
- **Academic Achievement in Science**
- **Top 25 Percent: Comparative Academic Growth**
- **Top 25 Percent: Comparative Closing the Gaps**
- **Postsecondary Readiness**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**73%**	-	73%	-	-	-	-	-	*	-	78%	56%	71%	62%
	2021	67%	32%	**59%**	-	59%	-	-	-	-	-	*	*	58%	62%	59%	57%
At Meets Grade Level or Above	2022	51%	29%	**44%**	-	44%	-	-	-	-	-	*	-	47%	33%	39%	43%
	2021	39%	12%	**32%**	-	32%	-	-	-	-	-	*	*	33%	31%	32%	26%
At Masters Grade Level	2022	30%	13%	**22%**	-	22%	-	-	-	-	-	*	-	25%	11%	18%	24%
	2021	19%	5%	**14%**	-	14%	-	-	-	-	-	*	*	13%	15%	12%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**76%**	-	76%	-	-	-	-	-	*	-	78%	67%	74%	71%
	2021	62%	26%	**46%**	-	46%	-	-	-	-	-	*	*	54%	31%	41%	39%
At Meets Grade Level or Above	2022	43%	24%	**54%**	-	54%	-	-	-	-	-	*	-	59%	33%	50%	38%
	2021	31%	9%	**22%**	-	22%	-	-	-	-	-	*	*	25%	15%	21%	13%
At Masters Grade Level	2022	21%	9%	**27%**	-	27%	-	-	-	-	-	*	-	31%	11%	21%	29%
	2021	14%	4%	**11%**	-	11%	-	-	-	-	-	*	*	8%	15%	9%	4%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	**78%**	-	78%	-	-	-	-	-	43%	*	72%	88%	77%	76%
	2021	63%	36%	**36%**	-	34%	*	-	-	-	-	17%	-	42%	18%	36%	33%
At Meets Grade Level or Above	2022	54%	32%	**44%**	-	44%	-	-	-	-	-	29%	*	44%	44%	44%	48%
	2021	36%	16%	**10%**	-	7%	*	-	-	-	-	17%	-	10%	9%	10%	4%
At Masters Grade Level	2022	28%	12%	**22%**	-	22%	-	-	-	-	-	14%	*	20%	25%	21%	24%
	2021	17%	5%	**2%**	-	2%	*	-	-	-	-	0%	-	3%	0%	2%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	**80%**	-	80%	-	-	-	-	-	86%	*	88%	69%	79%	76%
	2021	59%	29%	**31%**	-	29%	*	-	-	-	-	50%	-	35%	18%	31%	19%
At Meets Grade Level or Above	2022	43%	26%	**46%**	-	46%	-	-	-	-	-	43%	*	48%	44%	46%	52%
	2021	36%	12%	**12%**	-	10%	*	-	-	-	-	33%	-	10%	18%	12%	4%
At Masters Grade Level	2022	23%	9%	**17%**	-	17%	-	-	-	-	-	14%	*	16%	19%	15%	14%
	2021	21%	5%	**5%**	-	5%	*	-	-	-	-	17%	-	6%	0%	5%	4%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	**78%**	-	77%	*	-	-	-	-	57%	-	84%	58%	76%	71%
	2021	73%	51%	**58%**	-	58%	-	-	-	-	-	17%	-	59%	*	56%	67%
At Meets Grade Level or Above	2022	58%	39%	**51%**	-	50%	*	-	-	-	-	29%	-	57%	33%	48%	50%
	2021	46%	21%	**36%**	-	36%	-	-	-	-	-	17%	-	38%	*	32%	33%
At Masters Grade Level	2022	36%	22%	**35%**	-	33%	*	-	-	-	-	0%	-	35%	33%	30%	33%
	2021	30%	11%	**19%**	-	19%	-	-	-	-	-	0%	-	19%	*	18%	14%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**82%**	-	81%	*	-	-	-	-	71%	-	89%	58%	80%	83%
	2021	70%	38%	**68%**	-	68%	-	-	-	-	-	33%	-	73%	*	66%	73%
At Meets Grade Level or Above	2022	48%	38%	**53%**	-	52%	*	-	-	-	-	43%	-	57%	42%	50%	54%
	2021	44%	15%	**27%**	-	27%	-	-	-	-	-	17%	-	27%	*	23%	27%
At Masters Grade Level	2022	25%	17%	**27%**	-	25%	*	-	-	-	-	29%	-	27%	25%	24%	21%
	2021	25%	6%	**8%**	-	8%	-	-	-	-	-	0%	-	9%	*	9%	5%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	**71%**	-	70%	*	-	-	-	-	71%	-	78%	45%	69%	63%
	2021	62%	29%	**65%**	-	65%	-	-	-	-	-	17%	-	67%	*	63%	64%
At Meets Grade Level or Above	2022	38%	23%	**52%**	-	51%	*	-	-	-	-	57%	-	54%	45%	49%	42%
	2021	31%	7%	**19%**	-	19%	-	-	-	-	-	17%	-	21%	*	14%	9%
At Masters Grade Level	2022	18%	9%	**23%**	-	21%	*	-	-	-	-	29%	-	22%	27%	20%	13%
	2021	13%	3%	**8%**	-	8%	-	-	-	-	-	17%	-	9%	*	6%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**77%**	-	77%	*	-	-	-	-	67%	*	81%	65%	75%	72%
	2021	67%	41%	**48%**	-	48%	*	-	-	-	-	36%	*	52%	35%	46%	45%
At Meets Grade Level or Above	2022	48%	31%	**49%**	-	49%	*	-	-	-	-	42%	*	53%	40%	47%	47%
	2021	41%	19%	**20%**	-	19%	*	-	-	-	-	32%	*	20%	17%	18%	14%
At Masters Grade Level	2022	23%	12%	**25%**	-	24%	*	-	-	-	-	19%	*	26%	22%	22%	22%
	2021	18%	6%	**8%**	-	8%	*	-	-	-	-	5%	*	8%	7%	7%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**76%**	-	76%	*	-	-	-	-	56%	*	79%	70%	75%	70%
	2021	68%	43%	**50%**	-	50%	*	-	-	-	-	31%	*	53%	43%	49%	51%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	32%	**47%**	-	46%	*	-	-	-	-	33%	*	50%	38%	44%	47%
	2021	45%	22%	**25%**	-	25%	*	-	-	-	-	31%	*	26%	21%	24%	20%
At Masters Grade Level	2022	25%	11%	**27%**	-	26%	*	-	-	-	-	11%	*	28%	24%	24%	27%
	2021	18%	5%	**11%**	-	11%	*	-	-	-	-	0%	*	11%	11%	10%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**79%**	-	79%	*	-	-	-	-	78%	*	85%	65%	78%	77%
	2021	66%	35%	**47%**	-	47%	*	-	-	-	-	50%	*	55%	25%	45%	42%
At Meets Grade Level or Above	2022	42%	26%	**51%**	-	51%	*	-	-	-	-	44%	*	55%	41%	49%	48%
	2021	37%	11%	**20%**	-	19%	*	-	-	-	-	38%	*	20%	18%	18%	14%
At Masters Grade Level	2022	20%	9%	**24%**	-	23%	*	-	-	-	-	22%	*	26%	19%	20%	21%
	2021	18%	4%	**8%**	-	8%	*	-	-	-	-	6%	*	8%	7%	7%	4%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**71%**	-	70%	*	-	-	-	-	71%	-	78%	45%	69%	63%
	2021	71%	46%	**65%**	-	65%	-	-	-	-	-	17%	-	67%	*	63%	64%
At Meets Grade Level or Above	2022	47%	30%	**52%**	-	51%	*	-	-	-	-	57%	-	54%	45%	49%	42%
	2021	44%	18%	**19%**	-	19%	-	-	-	-	-	17%	-	21%	*	14%	9%
At Masters Grade Level	2022	21%	10%	**23%**	-	21%	*	-	-	-	-	29%	-	22%	27%	20%	13%
	2021	20%	5%	**8%**	-	8%	-	-	-	-	-	17%	-	9%	*	6%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**39%**	-	39%	-	-	-	-	-	*	-	44%	22%	34%	33%
	2021	24%	6%	**19%**	-	19%	-	-	-	-	-	*	*	21%	15%	18%	9%
Reading and Mathematics Including EOC	2022	36%	17%	**39%**	-	39%	-	-	-	-	-	*	-	44%	22%	34%	33%
	2021	24%	6%	**19%**	-	19%	-	-	-	-	-	*	*	21%	15%	18%	9%
Reading Including EOC	2022	51%	29%	**44%**	-	44%	-	-	-	-	-	*	-	47%	33%	39%	43%
	2021	38%	12%	**32%**	-	32%	-	-	-	-	-	*	*	33%	31%	32%	26%
Math Including EOC	2022	43%	24%	**54%**	-	54%	-	-	-	-	-	*	-	59%	33%	50%	38%
	2021	31%	9%	**22%**	-	22%	-	-	-	-	-	*	*	25%	15%	21%	13%
4th Graders																	
Reading and Mathematics	2022	36%	18%	**34%**	-	34%	-	-	-	-	-	29%	*	36%	31%	33%	43%
	2021	26%	8%	**7%**	-	5%	*	-	-	-	-	17%	-	6%	9%	7%	4%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	18%	**34%**	-	34%	-	-	-	-	-	29%	*	36%	31%	33%	43%
	2021	26%	8%	**7%**	-	5%	*	-	-	-	-	17%	-	6%	9%	7%	4%
Reading Including EOC	2022	54%	32%	**44%**	-	44%	-	-	-	-	-	29%	*	44%	44%	44%	48%
	2021	36%	16%	**10%**	-	7%	*	-	-	-	-	17%	-	10%	9%	10%	4%
Math Including EOC	2022	43%	26%	**46%**	-	46%	-	-	-	-	-	43%	*	48%	44%	46%	52%
	2021	36%	12%	**12%**	-	10%	*	-	-	-	-	33%	-	10%	18%	12%	4%
5th Graders																	
Reading and Mathematics	2022	41%	26%	**39%**	-	38%	*	-	-	-	-	29%	-	41%	33%	35%	38%
	2021	34%	9%	**19%**	-	19%	-	-	-	-	-	17%	-	22%	*	15%	14%
Reading and Mathematics Including EOC	2022	41%	26%	**39%**	-	38%	*	-	-	-	-	29%	-	41%	33%	35%	38%
	2021	34%	9%	**19%**	-	19%	-	-	-	-	-	17%	-	22%	*	15%	14%
Reading Including EOC	2022	58%	39%	**51%**	-	50%	*	-	-	-	-	29%	-	57%	33%	48%	50%
	2021	46%	21%	**36%**	-	36%	-	-	-	-	-	17%	-	38%	*	32%	33%
Math Including EOC	2022	48%	38%	**53%**	-	52%	*	-	-	-	-	43%	-	57%	42%	50%	54%
	2021	44%	15%	**27%**	-	27%	-	-	-	-	-	17%	-	27%	*	23%	27%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**37%**	-	37%	*	-	-	-	-	33%	*	40%	30%	34%	38%
	2021	26%	7%	**15%**	-	14%	*	-	-	-	-	31%	*	16%	11%	13%	8%
Reading and Mathematics Including EOC	2022	36%	21%	**37%**	-	37%	*	-	-	-	-	33%	*	40%	30%	34%	38%
	2021	28%	8%	**15%**	-	14%	*	-	-	-	-	31%	*	16%	11%	13%	8%
Reading Including EOC	2022	53%	35%	**47%**	-	46%	*	-	-	-	-	33%	*	50%	38%	44%	47%
	2021	41%	18%	**25%**	-	25%	*	-	-	-	-	31%	*	26%	21%	24%	20%
Math Including EOC	2022	43%	30%	**51%**	-	51%	*	-	-	-	-	44%	*	55%	41%	49%	48%
	2021	37%	11%	**20%**	-	19%	*	-	-	-	-	38%	*	20%	18%	18%	14%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
J W CACERES EL (108902109) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	**83**	-	83	-	-	-	-	-	*	*	85	78	81	93
	2019	61	59	**60**	-	60	-	-	-	-	-	40	-	59	64	57	63
Grade 4 Mathematics	2022	74	84	**90**	-	90	-	-	-	-	-	*	*	94	83	89	94
	2019	65	60	**71**	-	71	-	-	-	-	-	90	-	71	71	69	59
Grade 5 ELA/Reading	2022	87	89	**89**	-	88	*	-	-	-	-	100	-	89	88	89	86
	2019	81	74	**68**	-	68	-	-	-	-	-	10	*	68	70	68	64
Grade 5 Mathematics	2022	79	91	**87**	-	87	*	-	-	-	-	60	-	91	75	87	93
	2019	83	82	**95**	-	95	-	-	-	-	-	70	*	94	95	96	92
All Grades Both Subjects	2022	74	79	**87**	-	87	*	-	-	-	-	79	*	90	81	87	91
	2019	69	64	**74**	-	74	-	-	-	-	-	53	83	74	77	73	71
All Grades ELA/Reading	2022	78	80	**86**	-	86	*	-	-	-	-	86	*	88	82	86	89
	2019	68	64	**64**	-	64	-	-	-	-	-	25	*	64	68	63	64
All Grades Mathematics	2022	69	78	**88**	-	88	*	-	-	-	-	71	*	92	80	88	94
	2019	70	65	**84**	-	84	-	-	-	-	-	80	*	84	86	84	79

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
J W CACERES EL (108902109) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**77%**	68%	68%	-	-	-	-	-	-	-	-	-	82%	69%	100%
	2021	67%	41%	**48%**	41%	28%	-	-	-	67%	-	-	-	-	*	53%	41%	67%
At Meets Grade Level or Above	2022	48%	31%	**49%**	42%	42%	-	-	-	-	-	-	-	-	-	52%	44%	75%
	2021	41%	19%	**20%**	13%	6%	-	-	-	27%	-	-	-	-	*	28%	13%	19%
At Masters Grade Level	2022	23%	12%	**25%**	22%	22%	-	-	-	-	-	-	-	-	-	27%	22%	25%
	2021	18%	6%	**8%**	6%	4%	-	-	-	9%	-	-	-	-	*	13%	5%	4%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**76%**	68%	68%	-	-	-	-	-	-	-	-	-	83%	68%	*
	2021	68%	43%	**50%**	46%	37%	-	-	-	67%	-	-	-	-	*	50%	47%	78%
At Meets Grade Level or Above	2022	53%	32%	**47%**	43%	43%	-	-	-	-	-	-	-	-	-	46%	45%	*
	2021	45%	22%	**25%**	20%	12%	-	-	-	39%	-	-	-	-	*	34%	19%	22%
At Masters Grade Level	2022	25%	11%	**27%**	25%	25%	-	-	-	-	-	-	-	-	-	26%	24%	*
	2021	18%	5%	**11%**	8%	7%	-	-	-	11%	-	-	-	-	*	16%	8%	11%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**79%**	75%	75%	-	-	-	-	-	-	-	-	-	82%	76%	*
	2021	66%	35%	**47%**	40%	26%	-	-	-	74%	-	-	-	-	*	57%	40%	56%
At Meets Grade Level or Above	2022	42%	26%	**51%**	45%	45%	-	-	-	-	-	-	-	-	-	54%	47%	*
	2021	37%	11%	**20%**	13%	5%	-	-	-	32%	-	-	-	-	*	30%	13%	22%
At Masters Grade Level	2022	20%	9%	**24%**	21%	21%	-	-	-	-	-	-	-	-	-	26%	23%	*
	2021	18%	4%	**8%**	5%	2%	-	-	-	11%	-	-	-	-	*	14%	5%	0%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**71%**	50%	50%	-	-	-	-	-	-	-	-	-	79%	55%	*
	2021	71%	46%	**65%**	59%	-	-	-	-	59%	-	-	-	-	-	67%	59%	80%
At Meets Grade Level or Above	2022	47%	30%	**52%**	28%	28%	-	-	-	-	-	-	-	-	-	63%	35%	*
	2021	44%	18%	**19%**	6%	-	-	-	-	6%	-	-	-	-	-	33%	6%	20%
At Masters Grade Level	2022	21%	10%	**23%**	11%	11%	-	-	-	-	-	-	-	-	-	33%	15%	*
	2021	20%	5%	**8%**	6%	-	-	-	-	6%	-	-	-	-	-	13%	6%	0%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**87%**	91%	91%	-	-	-	-	-	-	-	-	-	82%	90%	100%
	2019	69%	64%	**74%**	60%	60%	-	-	-		80%	80%	-		-		70%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
J W CACERES EL (108902109) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**86%**	86%	86%	-	-	-	-	-	-	-	-	-	83%	87%	*
	2019	68%	64%	**64%**	58%	58%	-	-	-		65%	65%	-		-		62%	
All Grades Mathematics	2022	69%	78%	**88%**	95%	95%	-	-	-	-	-	-	-	-	-	81%	93%	*
	2019	70%	65%	**84%**	62%	62%	-	-	-		94%	94%	-		-		78%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	-	99%	*	-	-	-	-	96%	*	99%	99%	99%	100%
Included in Accountability	93%	91%	**86%**	-	86%	*	-	-	-	-	83%	*	95%	68%	88%	86%
Not Included in Accountability: Mobile	5%	5%	**11%**	-	11%	*	-	-	-	-	13%	*	4%	25%	9%	9%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	-	2%	*	-	-	-	-	0%	*	0%	6%	2%	4%
Not Tested	1%	1%	**1%**	-	1%	*	-	-	-	-	4%	*	1%	1%	1%	0%
Absent	1%	1%	**1%**	-	1%	*	-	-	-	-	4%	*	1%	1%	1%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	-	99%	*	-	-	-	-	95%	*	99%	100%	99%	100%
Included in Accountability	92%	88%	**85%**	-	86%	*	-	-	-	-	82%	*	95%	67%	87%	85%
Not Included in Accountability: Mobile	5%	5%	**12%**	-	11%	*	-	-	-	-	14%	*	4%	25%	10%	10%
Not Included in Accountability: Other Exclusions	2%	5%	**3%**	-	3%	*	-	-	-	-	0%	*	0%	7%	2%	5%
Not Tested	1%	1%	**1%**	-	1%	*	-	-	-	-	5%	*	1%	0%	1%	0%
Absent	1%	1%	**1%**	-	1%	*	-	-	-	-	5%	*	1%	0%	1%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	-	99%	*	-	-	-	-	95%	*	99%	100%	99%	100%
Included in Accountability	93%	92%	**86%**	-	86%	*	-	-	-	-	82%	*	95%	69%	87%	86%
Not Included in Accountability: Mobile	5%	6%	**12%**	-	11%	*	-	-	-	-	14%	*	4%	26%	10%	10%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	*	-	-	-	-	0%	*	0%	6%	2%	4%
Not Tested	1%	1%	**1%**	-	1%	*	-	-	-	-	5%	*	1%	0%	1%	0%
Absent	1%	1%	**1%**	-	1%	*	-	-	-	-	5%	*	1%	0%	1%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**98%**	-	98%	*	-	-	-	-	100%	-	100%	94%	98%	100%
Included in Accountability	93%	92%	**89%**	-	89%	*	-	-	-	-	88%	-	97%	69%	90%	92%
Not Included in Accountability: Mobile	4%	5%	**7%**	-	8%	*	-	-	-	-	13%	-	3%	19%	6%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	*	-	-	-	-	0%	-	0%	6%	2%	4%
Not Tested	2%	2%	**2%**	-	2%	*	-	-	-	-	0%	-	0%	6%	2%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**2%**	-	2%	*	-	-	-	-	0%	-	0%	6%	2%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**79%**	-	79%	*	-	-	-	-	72%	*	75%	92%	79%	95%
Included in Accountability	83%	63%	**74%**	-	73%	*	-	-	-	-	66%	*	74%	72%	74%	88%
Not Included in Accountability: Mobile	3%	2%	**4%**	-	4%	*	-	-	-	-	3%	*	0%	17%	4%	5%
Not Included in Accountability: Other Exclusions	1%	5%	**1%**	-	1%	*	-	-	-	-	3%	*	1%	2%	1%	2%
Not Tested	12%	29%	**21%**	-	21%	*	-	-	-	-	28%	*	25%	8%	21%	5%
Absent	2%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	1%	0%	0%
Other	10%	28%	**21%**	-	21%	*	-	-	-	-	28%	*	25%	7%	21%	4%
Reading																
Assessment Participant	89%	75%	**79%**	-	79%	*	-	-	-	-	73%	*	74%	95%	79%	98%
Included in Accountability	83%	61%	**72%**	-	72%	*	-	-	-	-	62%	*	72%	72%	72%	87%
Not Included in Accountability: Mobile	3%	2%	**4%**	-	4%	*	-	-	-	-	4%	*	0%	18%	4%	5%
Not Included in Accountability: Other Exclusions	3%	11%	**3%**	-	3%	*	-	-	-	-	8%	*	2%	5%	3%	6%
Not Tested	11%	25%	**21%**	-	21%	*	-	-	-	-	27%	*	26%	5%	21%	2%
Absent	2%	3%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**21%**	-	21%	*	-	-	-	-	27%	*	26%	5%	21%	2%
Mathematics																
Assessment Participant	88%	67%	**77%**	-	77%	*	-	-	-	-	65%	*	73%	92%	77%	94%
Included in Accountability	84%	64%	**73%**	-	73%	*	-	-	-	-	62%	*	73%	74%	73%	89%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	*	-	-	-	-	4%	*	0%	18%	4%	5%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	12%	33%	**23%**	-	23%	*	-	-	-	-	35%	*	27%	8%	23%	6%
Absent	2%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**23%**	-	23%	*	-	-	-	-	35%	*	27%	8%	23%	6%
Science																
Assessment Participant	87%	68%	**73%**	-	73%	-	-	-	-	-	75%	-	73%	67%	71%	96%
Included in Accountability	84%	65%	**73%**	-	73%	-	-	-	-	-	75%	-	73%	67%	71%	96%
Not Included in Accountability: Mobile	3%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	13%	32%	**27%**	-	27%	-	-	-	-	-	25%	-	27%	33%	29%	4%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	10%	32%	**27%**	-	27%	-	-	-	-	-	25%	-	27%	33%	29%	4%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**94.8%**	-	94.7%	*	-	-	*	-	94.1%	94.7%	93.2%
2019-20	98.3%	96.9%	**98.3%**	-	98.3%	*	-	-	-	-	97.0%	98.3%	98.5%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**20.8%**	-	21.0%	*	-	-	*	-	23.9%	20.8%	26.1%
2019-20	6.7%	11.1%	**3.6%**	-	3.6%	*	-	-	-	-	7.9%	3.5%	3.2%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	292	100.0%	13,060	5,402,928	292	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	28	9.6%	4.3%	4.1%	28	9.6%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	6	2.1%	1.0%	0.6%	6	2.1%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	22	7.5%	3.3%	3.5%	22	7.5%	3.3%	3.5%
Kindergarten	33	11.3%	5.8%	6.8%	33	11.3%	5.8%	6.8%
Grade 1	45	15.4%	6.8%	7.1%	45	15.4%	6.8%	7.1%
Grade 2	42	14.4%	7.0%	7.1%	42	14.4%	7.0%	7.1%
Grade 3	46	15.8%	6.6%	7.1%	46	15.8%	6.6%	7.1%
Grade 4	45	15.4%	6.7%	7.1%	45	15.4%	6.7%	7.1%
Grade 5	53	18.2%	7.2%	7.2%	53	18.2%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	286	97.9%	99.7%	52.8%	286	97.9%	99.7%	52.7%
White	5	1.7%	0.2%	26.3%	5	1.7%	0.2%	26.3%
American Indian	1	0.3%	0.0%	0.3%	1	0.3%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	134	45.9%	48.4%	48.9%	134	45.9%	48.4%	48.8%
Male	158	54.1%	51.6%	51.1%	158	54.1%	51.6%	51.2%
Economically Disadvantaged	278	95.2%	94.6%	60.7%	278	95.2%	94.6%	60.6%
Non-Educationally Disadvantaged	14	4.8%	5.4%	39.3%	14	4.8%	5.4%	39.4%
Section 504 Students	10	3.4%	3.6%	7.4%	10	3.4%	3.6%	7.4%
EB Students/EL	142	48.6%	56.1%	21.7%	142	48.6%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	7	2.4%	0.7%	5.0%	7	2.4%	0.7%	5.0%
Foster Care	4	1.4%	0.1%	0.3%	4	1.4%	0.1%	0.3%
Homeless	3	1.0%	7.4%	1.1%	3	1.0%	7.4%	1.1%
Immigrant	8	2.7%	1.5%	2.0%	8	2.7%	1.5%	2.0%
Migrant	15	5.1%	3.7%	0.3%	15	5.1%	3.7%	0.3%
Title I	292	100.0%	100.0%	64.3%	292	100.0%	100.0%	64.3%
Military Connected	5	1.7%	0.1%	3.3%	5	1.7%	0.1%	3.3%
At-Risk	230	78.8%	82.5%	53.5%	230	78.8%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	141	48.3%	57.0%	21.9%	141	48.3%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	25	8.6%	8.5%	8.0%	25	8.6%	8.5%	8.0%
Special Education	31	10.6%	10.4%	11.6%	31	10.6%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	31							
By Type of Primary Disability Students with Intellectual Disabilities	18	58.1%	59.7%	43.0%				
Students with Physical Disabilities	*	*	13.3%	20.8%				
Students with Autism	*	*	10.1%	14.7%				
Students with Behavioral Disabilities	6	19.4%	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	65	22.6%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	64	22.3%	12.3%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	1	0.3%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	9	19.6%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	38	28.1%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	64	23.2%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	63	24.0%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.4%	1.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	9.1%	4.7%	2.9%	0.0%	3.8%	4.2%
Grade 2	9.8%	3.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	14.6%	2.0%	1.0%	16.7%	2.0%	1.0%
Grade 4	2.2%	1.7%	0.7%	28.6%	2.7%	0.7%
Grade 5	0.0%	1.1%	0.5%	0.0%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	16.5	18.5	18.7
Grade 1	20.5	18.4	18.7
Grade 2	18.5	17.9	18.6
Grade 3	17.6	18.0	18.7
Grade 4	17.2	17.4	18.8
Grade 5	16.3	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	35.7	100.0%	100.0%	100.0%
Professional Staff:	24.7	69.1%	55.8%	64.1%
Teachers	20.2	56.4%	42.0%	49.3%
Professional Support	3.6	10.0%	11.0%	10.7%
Campus Administration (School Leadership)	1.0	2.8%	1.9%	2.9%
Educational Aides:	11.0	30.9%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	0.0	n/a	43.0	13,550.0
Part-time Counselors	1.0	n/a	2.0	1,176.0
Total Minority Staff:	35.7	100.0%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	19.2	95.0%	96.6%	28.9%
White	0.0	0.0%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	1.0	5.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	5.6	27.8%	35.4%	24.1%
Females	14.6	72.2%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	14.2	70.7%	80.8%	72.6%
Masters	5.9	29.3%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.8	9.0%	6.9%	7.9%
1-5 Years Experience	4.0	19.8%	20.4%	26.7%
6-10 Years Experience	2.9	14.3%	25.8%	20.6%
11-20 Years Experience	7.7	38.3%	34.3%	28.6%
21-30 Years Experience	2.8	13.6%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	1.0	5.0%	3.0%	2.9%
Number of Students per Teacher	14.5	n/a	13.4	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.1	6.3
Average Years Experience of Principals with District	3.0	7.1	5.4
Average Years Experience of Assistant Principals	0.0	6.7	5.5
Average Years Experience of Assistant Principals with District	0.0	5.8	4.8
Average Years Experience of Teachers:	13.4	11.5	11.1
Average Years Experience of Teachers with District:	11.8	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,109	$53,500	$51,054
1-5 Years Experience	$55,068	$53,852	$54,577
6-10 Years Experience	$56,354	$56,098	$57,746
11-20 Years Experience	$61,697	$60,197	$61,377
21-30 Years Experience	$64,144	$64,449	$65,949
Over 30 Years Experience	$79,126	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$60,135	$58,223	$58,887
Professional Support	$63,031	$63,600	$69,505
Campus Administration (School Leadership)	$82,716	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	2.4	12.1%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	16.4	81.2%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	1.3	6.7%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: M RIVAS EL

Campus Number: 108902111

2022 Accountability Rating: B

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**68%**	-	68%	-	-	-	-	-	*	*	63%	86%	66%	64%
	2021	67%	32%	**17%**	-	17%	-	-	-	-	-	*	*	9%	43%	17%	19%
At Meets Grade Level or Above	2022	51%	29%	**42%**	-	42%	-	-	-	-	-	*	*	38%	57%	41%	36%
	2021	39%	12%	**3%**	-	3%	-	-	-	-	-	*	*	0%	14%	3%	0%
At Masters Grade Level	2022	30%	13%	**16%**	-	16%	-	-	-	-	-	*	*	17%	14%	14%	8%
	2021	19%	5%	**3%**	-	3%	-	-	-	-	-	*	*	0%	14%	3%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**74%**	-	74%	-	-	-	-	-	*	*	67%	100%	72%	72%
	2021	62%	26%	**24%**	-	24%	-	-	-	-	-	*	*	14%	57%	24%	19%
At Meets Grade Level or Above	2022	43%	24%	**29%**	-	29%	-	-	-	-	-	*	*	29%	29%	31%	32%
	2021	31%	9%	**3%**	-	3%	-	-	-	-	-	*	*	5%	0%	3%	5%
At Masters Grade Level	2022	21%	9%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
	2021	14%	4%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	**59%**	-	59%	-	-	-	-	-	*	-	63%	50%	59%	58%
	2021	63%	36%	**35%**	-	35%	-	-	-	-	-	40%	-	32%	50%	33%	27%
At Meets Grade Level or Above	2022	54%	32%	**30%**	-	30%	-	-	-	-	-	*	-	21%	50%	30%	26%
	2021	36%	16%	**19%**	-	19%	-	-	-	-	-	20%	-	16%	33%	17%	10%
At Masters Grade Level	2022	28%	12%	**7%**	-	7%	-	-	-	-	-	*	-	5%	13%	7%	5%
	2021	17%	5%	**5%**	-	5%	-	-	-	-	-	0%	-	5%	0%	2%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	**63%**	-	63%	-	-	-	-	-	*	-	68%	50%	63%	58%
	2021	59%	29%	**21%**	-	21%	-	-	-	-	-	20%	-	22%	17%	19%	20%
At Meets Grade Level or Above	2022	43%	26%	**22%**	-	22%	-	-	-	-	-	*	-	21%	25%	22%	16%
	2021	36%	12%	**14%**	-	14%	-	-	-	-	-	20%	-	16%	0%	12%	13%
At Masters Grade Level	2022	23%	9%	**4%**	-	4%	-	-	-	-	-	*	-	5%	0%	4%	5%
	2021	21%	5%	**5%**	-	5%	-	-	-	-	-	0%	-	5%	0%	5%	3%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	**68%**	-	68%	-	-	-	-	-	33%	-	70%	64%	67%	66%
	2021	73%	51%	**50%**	-	50%	-	-	-	-	-	17%	-	50%	50%	50%	43%
At Meets Grade Level or Above	2022	58%	39%	**34%**	-	34%	-	-	-	-	-	17%	-	36%	27%	33%	28%
	2021	46%	21%	**24%**	-	24%	-	-	-	-	-	17%	-	29%	0%	24%	18%
At Masters Grade Level	2022	36%	22%	**20%**	-	20%	-	-	-	-	-	0%	-	24%	9%	19%	13%
	2021	30%	11%	**12%**	-	12%	-	-	-	-	-	0%	-	14%	0%	12%	11%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**55%**	-	55%	-	-	-	-	-	33%	-	55%	55%	53%	50%
	2021	70%	38%	**29%**	-	29%	-	-	-	-	-	17%	-	32%	17%	29%	25%
At Meets Grade Level or Above	2022	48%	38%	**18%**	-	18%	-	-	-	-	-	0%	-	18%	18%	16%	16%
	2021	44%	15%	**15%**	-	15%	-	-	-	-	-	17%	-	14%	17%	15%	18%
At Masters Grade Level	2022	25%	17%	**9%**	-	9%	-	-	-	-	-	0%	-	12%	0%	7%	6%
	2021	25%	6%	**6%**	-	6%	-	-	-	-	-	17%	-	7%	0%	6%	7%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	**51%**	-	51%	-	-	-	-	-	17%	-	47%	64%	50%	45%
	2021	62%	29%	**26%**	-	26%	-	-	-	-	-	17%	-	32%	0%	26%	21%
At Meets Grade Level or Above	2022	38%	23%	**19%**	-	19%	-	-	-	-	-	0%	-	19%	18%	17%	13%
	2021	31%	7%	**3%**	-	3%	-	-	-	-	-	17%	-	4%	0%	3%	4%
At Masters Grade Level	2022	18%	9%	**5%**	-	5%	-	-	-	-	-	0%	-	6%	0%	2%	3%
	2021	13%	3%	**3%**	-	3%	-	-	-	-	-	17%	-	4%	0%	3%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**62%**	-	62%	-	-	-	-	-	35%	*	61%	65%	61%	58%
	2021	67%	41%	**28%**	-	28%	-	-	-	-	-	21%	*	28%	29%	27%	25%
At Meets Grade Level or Above	2022	48%	31%	**27%**	-	27%	-	-	-	-	-	12%	*	26%	30%	26%	23%
	2021	41%	19%	**12%**	-	12%	-	-	-	-	-	18%	*	13%	8%	11%	10%
At Masters Grade Level	2022	23%	12%	**9%**	-	9%	-	-	-	-	-	4%	*	11%	5%	8%	6%
	2021	18%	6%	**5%**	-	5%	-	-	-	-	-	8%	*	5%	2%	4%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**66%**	-	66%	-	-	-	-	-	40%	*	66%	65%	65%	63%
	2021	68%	43%	**35%**	-	35%	-	-	-	-	-	21%	*	32%	47%	34%	30%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	32%	**35%**	-	35%	-	-	-	-	-	20%	*	33%	42%	34%	30%
	2021	45%	22%	**16%**	-	16%	-	-	-	-	-	14%	*	16%	16%	15%	10%
At Masters Grade Level	2022	25%	11%	**16%**	-	16%	-	-	-	-	-	0%	*	17%	12%	14%	9%
	2021	18%	5%	**7%**	-	7%	-	-	-	-	-	0%	*	7%	5%	6%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**63%**	-	63%	-	-	-	-	-	40%	*	62%	65%	62%	59%
	2021	66%	35%	**25%**	-	25%	-	-	-	-	-	21%	*	23%	32%	24%	22%
At Meets Grade Level or Above	2022	42%	26%	**23%**	-	23%	-	-	-	-	-	10%	*	22%	23%	22%	21%
	2021	37%	11%	**11%**	-	11%	-	-	-	-	-	21%	*	13%	5%	10%	13%
At Masters Grade Level	2022	20%	9%	**5%**	-	5%	-	-	-	-	-	10%	*	7%	0%	4%	4%
	2021	18%	4%	**4%**	-	4%	-	-	-	-	-	7%	*	5%	0%	4%	4%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**51%**	-	51%	-	-	-	-	-	17%	-	47%	64%	50%	45%
	2021	71%	46%	**26%**	-	26%	-	-	-	-	-	17%	-	32%	0%	26%	21%
At Meets Grade Level or Above	2022	47%	30%	**19%**	-	19%	-	-	-	-	-	0%	-	19%	18%	17%	13%
	2021	44%	18%	**3%**	-	3%	-	-	-	-	-	17%	-	4%	0%	3%	4%
At Masters Grade Level	2022	21%	10%	**5%**	-	5%	-	-	-	-	-	0%	-	6%	0%	2%	3%
	2021	20%	5%	**3%**	-	3%	-	-	-	-	-	17%	-	4%	0%	3%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**19%**	-	19%	-	-	-	-	-	*	*	17%	29%	21%	20%
	2021	24%	6%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Reading and Mathematics Including EOC	2022	36%	17%	**19%**	-	19%	-	-	-	-	-	*	*	17%	29%	21%	20%
	2021	24%	6%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Reading Including EOC	2022	51%	29%	**42%**	-	42%	-	-	-	-	-	*	*	38%	57%	41%	36%
	2021	38%	12%	**3%**	-	3%	-	-	-	-	-	*	*	0%	14%	3%	0%
Math Including EOC	2022	43%	24%	**29%**	-	29%	-	-	-	-	-	*	*	29%	29%	31%	32%
	2021	31%	9%	**3%**	-	3%	-	-	-	-	-	*	*	5%	0%	3%	5%
4th Graders																	
Reading and Mathematics	2022	36%	18%	**7%**	-	7%	-	-	-	-	-	*	-	0%	25%	7%	5%
	2021	26%	8%	**12%**	-	12%	-	-	-	-	-	20%	-	14%	0%	10%	10%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	18%	**7%**	-	7%	-	-	-	-	-	*	-	0%	25%	7%	5%
	2021	26%	8%	**12%**	-	12%	-	-	-	-	-	20%	-	14%	0%	10%	10%
Reading Including EOC	2022	54%	32%	**30%**	-	30%	-	-	-	-	-	*	-	21%	50%	30%	26%
	2021	36%	16%	**19%**	-	19%	-	-	-	-	-	20%	-	16%	33%	17%	10%
Math Including EOC	2022	43%	26%	**22%**	-	22%	-	-	-	-	-	*	-	21%	25%	22%	16%
	2021	36%	12%	**14%**	-	14%	-	-	-	-	-	20%	-	16%	0%	12%	13%
5th Graders																	
Reading and Mathematics	2022	41%	26%	**14%**	-	14%	-	-	-	-	-	0%	-	15%	9%	12%	13%
	2021	34%	9%	**6%**	-	6%	-	-	-	-	-	17%	-	7%	0%	6%	7%
Reading and Mathematics Including EOC	2022	41%	26%	**14%**	-	14%	-	-	-	-	-	0%	-	15%	9%	12%	13%
	2021	34%	9%	**6%**	-	6%	-	-	-	-	-	17%	-	7%	0%	6%	7%
Reading Including EOC	2022	58%	39%	**34%**	-	34%	-	-	-	-	-	17%	-	36%	27%	33%	28%
	2021	46%	21%	**24%**	-	24%	-	-	-	-	-	17%	-	29%	0%	24%	18%
Math Including EOC	2022	48%	38%	**18%**	-	18%	-	-	-	-	-	0%	-	18%	18%	16%	16%
	2021	44%	15%	**15%**	-	15%	-	-	-	-	-	17%	-	14%	17%	15%	18%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**14%**	-	14%	-	-	-	-	-	0%	*	12%	19%	13%	13%
	2021	26%	7%	**7%**	-	7%	-	-	-	-	-	14%	*	8%	0%	6%	6%
Reading and Mathematics Including EOC	2022	36%	21%	**14%**	-	14%	-	-	-	-	-	0%	*	12%	19%	13%	13%
	2021	28%	8%	**7%**	-	7%	-	-	-	-	-	14%	*	8%	0%	6%	6%
Reading Including EOC	2022	53%	35%	**35%**	-	35%	-	-	-	-	-	20%	*	33%	42%	34%	30%
	2021	41%	18%	**16%**	-	16%	-	-	-	-	-	14%	*	16%	16%	15%	10%
Math Including EOC	2022	43%	30%	**23%**	-	23%	-	-	-	-	-	10%	*	22%	23%	22%	21%
	2021	37%	11%	**11%**	-	11%	-	-	-	-	-	21%	*	13%	5%	10%	13%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
M RIVAS EL (108902111) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	**88**	-	88	-	-	-	-	-	*	-	83	100	88	88
	2019	61	59	**66**	-	66	-	-	-	-	-	*	-	72	45	67	68
Grade 4 Mathematics	2022	74	84	**84**	-	84	-	-	-	-	-	*	-	84	83	84	83
	2019	65	60	**74**	-	74	-	-	-	-	-	*	-	80	58	74	76
Grade 5 ELA/Reading	2022	87	89	**98**	-	98	-	-	-	-	-	80	-	97	100	98	97
	2019	81	74	**82**	-	82	-	-	-	-	-	88	*	83	*	82	80
Grade 5 Mathematics	2022	79	91	**94**	-	94	-	-	-	-	-	100	-	92	100	94	92
	2019	83	82	**79**	-	79	-	-	-	-	-	100	*	81	*	79	79
All Grades Both Subjects	2022	74	79	**92**	-	92	-	-	-	-	-	93	-	91	97	92	91
	2019	69	64	**75**	-	75	-	-	-	-	-	68	*	79	53	76	76
All Grades ELA/Reading	2022	78	80	**94**	-	94	-	-	-	-	-	86	-	92	100	94	94
	2019	68	64	**73**	-	73	-	-	-	-	-	64	*	78	50	74	74
All Grades Mathematics	2022	69	78	**90**	-	90	-	-	-	-	-	100	-	89	94	90	89
	2019	70	65	**77**	-	77	-	-	-	-	-	73	*	81	56	77	77

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
M RIVAS EL (108902111) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**62%**	58%	58%	-	-	-	-	-	-	-	-	-	72%	58%	-
	2021	67%	41%	**28%**	23%	23%	-	-	-	-	-	-	-	-	-	38%	23%	*
At Meets Grade Level or Above	2022	48%	31%	**27%**	23%	23%	-	-	-	-	-	-	-	-	-	38%	23%	-
	2021	41%	19%	**12%**	10%	10%	-	-	-	-	-	-	-	-	-	18%	10%	*
At Masters Grade Level	2022	23%	12%	**9%**	6%	6%	-	-	-	-	-	-	-	-	-	19%	6%	-
	2021	18%	6%	**5%**	3%	3%	-	-	-	-	-	-	-	-	-	8%	3%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**66%**	63%	63%	-	-	-	-	-	-	-	-	-	73%	63%	-
	2021	68%	43%	**35%**	29%	29%	-	-	-	-	-	-	-	-	-	48%	29%	*
At Meets Grade Level or Above	2022	53%	32%	**35%**	30%	30%	-	-	-	-	-	-	-	-	-	50%	30%	-
	2021	45%	22%	**16%**	9%	9%	-	-	-	-	-	-	-	-	-	33%	9%	*
At Masters Grade Level	2022	25%	11%	**16%**	9%	9%	-	-	-	-	-	-	-	-	-	35%	9%	-
	2021	18%	5%	**7%**	3%	3%	-	-	-	-	-	-	-	-	-	15%	3%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**63%**	59%	59%	-	-	-	-	-	-	-	-	-	73%	59%	-
	2021	66%	35%	**25%**	21%	21%	-	-	-	-	-	-	-	-	-	33%	21%	*
At Meets Grade Level or Above	2022	42%	26%	**23%**	21%	21%	-	-	-	-	-	-	-	-	-	27%	21%	-
	2021	37%	11%	**11%**	13%	13%	-	-	-	-	-	-	-	-	-	7%	13%	*
At Masters Grade Level	2022	20%	9%	**5%**	4%	4%	-	-	-	-	-	-	-	-	-	8%	4%	-
	2021	18%	4%	**4%**	4%	4%	-	-	-	-	-	-	-	-	-	4%	4%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**51%**	45%	45%	-	-	-	-	-	-	-	-	-	67%	45%	-
	2021	71%	46%	**26%**	19%	19%	-	-	-	-	-	-	-	-	-	50%	19%	*
At Meets Grade Level or Above	2022	47%	30%	**19%**	13%	13%	-	-	-	-	-	-	-	-	-	33%	13%	-
	2021	44%	18%	**3%**	4%	4%	-	-	-	-	-	-	-	-	-	0%	4%	*
At Masters Grade Level	2022	21%	10%	**5%**	3%	3%	-	-	-	-	-	-	-	-	-	8%	3%	-
	2021	20%	5%	**3%**	4%	4%	-	-	-	-	-	-	-	-	-	0%	4%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**92%**	91%	91%	-	-	-	-	-	-	-	-	-	94%	91%	-
	2019	69%	64%	**75%**	74%	74%	-	-	-		-	-	-		-		74%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
M RIVAS EL (108902111) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**94%**	94%	94%	-	-	-	-	-	-	-	-	-	94%	94%	-
	2019	68%	64%	**73%**	73%	73%	-	-	-		-	-	-		-		73%	
All Grades Mathematics	2022	69%	78%	**90%**	89%	89%	-	-	-	-	-	-	-	-	-	94%	89%	-
	2019	70%	65%	**77%**	74%	74%	-	-	-		-	-	-		-		74%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency

2021-22 STAAR Participation (TAPR)

M RIVAS EL (108902111) - DONNA ISD - HIDALGO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	99%	100%	100%	100%
Included in Accountability	93%	91%	**89%**	-	89%	-	-	-	-	-	90%	*	96%	72%	88%	87%
Not Included in Accountability: Mobile	5%	5%	**11%**	-	11%	-	-	-	-	-	10%	*	4%	28%	11%	12%
Not Included in Accountability: Other Exclusions	1%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	1%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	1%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	88%	**88%**	-	88%	-	-	-	-	-	91%	*	96%	70%	88%	86%
Not Included in Accountability: Mobile	5%	5%	**12%**	-	12%	-	-	-	-	-	9%	*	4%	30%	12%	14%
Not Included in Accountability: Other Exclusions	2%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**88%**	-	88%	-	-	-	-	-	91%	*	96%	70%	88%	86%
Not Included in Accountability: Mobile	5%	6%	**12%**	-	12%	-	-	-	-	-	9%	*	4%	30%	12%	14%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**98%**	-	98%	-	-	-	-	-	100%	-	97%	100%	98%	97%
Included in Accountability	93%	92%	**91%**	-	91%	-	-	-	-	-	86%	-	94%	85%	91%	91%
Not Included in Accountability: Mobile	4%	5%	**6%**	-	6%	-	-	-	-	-	14%	-	3%	15%	7%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	2%	2%	**2%**	-	2%	-	-	-	-	-	0%	-	3%	0%	2%	3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**2%**	-	2%	-	-	-	-	-	0%	-	3%	0%	2%	3%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**98%**	-	98%	-	-	-	-	-	93%	*	98%	100%	98%	100%
Included in Accountability	83%	63%	**90%**	-	90%	-	-	-	-	-	93%	*	96%	68%	90%	90%
Not Included in Accountability: Mobile	3%	2%	**7%**	-	7%	-	-	-	-	-	0%	*	1%	25%	7%	7%
Not Included in Accountability: Other Exclusions	1%	5%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	7%	2%	3%
Not Tested	12%	29%	**2%**	-	2%	-	-	-	-	-	7%	*	2%	0%	2%	0%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	28%	**2%**	-	2%	-	-	-	-	-	7%	*	2%	0%	2%	0%
Reading																
Assessment Participant	89%	75%	**98%**	-	98%	-	-	-	-	-	93%	*	98%	100%	98%	100%
Included in Accountability	83%	61%	**88%**	-	88%	-	-	-	-	-	93%	*	96%	66%	88%	89%
Not Included in Accountability: Mobile	3%	2%	**7%**	-	7%	-	-	-	-	-	0%	*	1%	24%	7%	7%
Not Included in Accountability: Other Exclusions	3%	11%	**3%**	-	3%	-	-	-	-	-	0%	*	1%	10%	3%	4%
Not Tested	11%	25%	**2%**	-	2%	-	-	-	-	-	7%	*	2%	0%	2%	0%
Absent	2%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**2%**	-	2%	-	-	-	-	-	7%	*	2%	0%	2%	0%
Mathematics																
Assessment Participant	88%	67%	**98%**	-	98%	-	-	-	-	-	93%	*	98%	100%	98%	100%
Included in Accountability	84%	64%	**91%**	-	91%	-	-	-	-	-	93%	*	97%	70%	91%	92%
Not Included in Accountability: Mobile	4%	3%	**7%**	-	7%	-	-	-	-	-	0%	*	1%	26%	7%	7%
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	4%	1%	1%
Not Tested	12%	33%	**2%**	-	2%	-	-	-	-	-	7%	*	2%	0%	2%	0%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**2%**	-	2%	-	-	-	-	-	7%	*	2%	0%	2%	0%
Science																
Assessment Participant	87%	68%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	84%	65%	**97%**	-	97%	-	-	-	-	-	100%	-	100%	86%	97%	97%
Not Included in Accountability: Mobile	3%	2%	**3%**	-	3%	-	-	-	-	-	0%	-	0%	14%	3%	3%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	13%	32%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	10%	32%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**96.8%**	-	96.8%	-	-	-	-	-	97.0%	96.8%	96.7%
2019-20	98.3%	96.9%	**98.4%**	-	98.4%	-	-	-	-	-	98.8%	98.5%	98.5%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**10.4%**	-	10.4%	-	-	-	-	-	4.8%	9.3%	10.3%
2019-20	6.7%	11.1%	**3.4%**	-	3.4%	-	-	-	-	-	0.0%	3.3%	3.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2021-22 Graduation Profile (TAPR)

M RIVAS EL (108902111) - DONNA ISD - HIDALGO COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	260	100.0%	13,060	5,402,928	260	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	10	3.8%	0.2%	0.3%	10	3.8%	0.2%	0.4%
Pre-Kindergarten	28	10.8%	4.3%	4.1%	28	10.8%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	10	3.8%	1.0%	0.6%	10	3.8%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	18	6.9%	3.3%	3.5%	18	6.9%	3.3%	3.5%
Kindergarten	35	13.5%	5.8%	6.8%	35	13.5%	5.8%	6.8%
Grade 1	41	15.8%	6.8%	7.1%	41	15.8%	6.8%	7.1%
Grade 2	40	15.4%	7.0%	7.1%	40	15.4%	7.0%	7.1%
Grade 3	33	12.7%	6.6%	7.1%	33	12.7%	6.6%	7.1%
Grade 4	28	10.8%	6.7%	7.1%	28	10.8%	6.7%	7.1%
Grade 5	45	17.3%	7.2%	7.2%	45	17.3%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	260	100.0%	99.7%	52.8%	260	100.0%	99.7%	52.7%
White	0	0.0%	0.2%	26.3%	0	0.0%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	123	47.3%	48.4%	48.9%	123	47.3%	48.4%	48.8%
Male	137	52.7%	51.6%	51.1%	137	52.7%	51.6%	51.2%
Economically Disadvantaged	249	95.8%	94.6%	60.7%	249	95.8%	94.6%	60.6%
Non-Educationally Disadvantaged	11	4.2%	5.4%	39.3%	11	4.2%	5.4%	39.4%
Section 504 Students	8	3.1%	3.6%	7.4%	8	3.1%	3.6%	7.4%
EB Students/EL	182	70.0%	56.1%	21.7%	182	70.0%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	3	1.2%	0.7%	5.0%	3	1.2%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	33	12.7%	7.4%	1.1%	33	12.7%	7.4%	1.1%
Immigrant	7	2.7%	1.5%	2.0%	7	2.7%	1.5%	2.0%
Migrant	17	6.5%	3.7%	0.3%	17	6.5%	3.7%	0.3%
Title I	260	100.0%	100.0%	64.3%	260	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	236	90.8%	82.5%	53.5%	236	90.8%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	229	88.1%	57.0%	21.9%	229	88.1%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	12	4.6%	8.5%	8.0%	12	4.6%	8.5%	8.0%
Special Education	29	11.2%	10.4%	11.6%	29	11.2%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	29							
By Type of Primary Disability Students with Intellectual Disabilities	7	24.1%	59.7%	43.0%				
Students with Physical Disabilities	9	31.0%	13.3%	20.8%				
Students with Autism	**	**	10.1%	14.7%				
Students with Behavioral Disabilities	*	*	15.4%	20.0%				
Students with Non-Categorical Early Childhood	7	24.1%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	49	21.3%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	49	21.3%	12.3%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	4	19.0%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	36	20.7%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	49	21.6%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	74	29.7%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	12.8%	4.7%	2.9%	50.0%	3.8%	4.2%
Grade 2	2.9%	3.0%	1.7%	-	0.0%	2.2%
Grade 3	0.0%	2.0%	1.0%	0.0%	2.0%	1.0%
Grade 4	0.0%	1.7%	0.7%	0.0%	2.7%	0.7%
Grade 5	3.3%	1.1%	0.5%	0.0%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.5	18.5	18.7
Grade 1	20.5	18.4	18.7
Grade 2	20.0	17.9	18.6
Grade 3	12.4	18.0	18.7
Grade 4	10.5	17.4	18.8
Grade 5	12.5	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

Texas Education Agency

2021-22 Staff Information (TAPR)

M RIVAS EL (108902111) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	38.5	100.0%	100.0%	100.0%
Professional Staff:	24.9	64.7%	55.8%	64.1%
Teachers	20.1	52.3%	42.0%	49.3%
Professional Support	3.8	9.8%	11.0%	10.7%
Campus Administration (School Leadership)	1.0	2.6%	1.9%	2.9%
Educational Aides:	13.6	35.3%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	38.5	100.0%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	20.1	100.0%	96.6%	28.9%
White	0.0	0.0%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	3.0	14.9%	35.4%	24.1%
Females	17.1	85.1%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	18.2	90.5%	80.8%	72.6%
Masters	1.9	9.5%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.9	4.5%	6.9%	7.9%
1-5 Years Experience	2.0	9.9%	20.4%	26.7%
6-10 Years Experience	5.8	28.9%	25.8%	20.6%
11-20 Years Experience	11.4	56.7%	34.3%	28.6%
21-30 Years Experience	0.0	0.0%	9.6%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
M RIVAS EL (108902111) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	12.9	n/a	13.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	7.1	6.3
Average Years Experience of Principals with District	6.0	7.1	5.4
Average Years Experience of Assistant Principals	0.0	6.7	5.5
Average Years Experience of Assistant Principals with District	0.0	5.8	4.8
Average Years Experience of Teachers:	11.1	11.5	11.1
Average Years Experience of Teachers with District:	11.0	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,520	$53,500	$51,054
1-5 Years Experience	$54,986	$53,852	$54,577
6-10 Years Experience	$57,043	$56,098	$57,746
11-20 Years Experience	$60,831	$60,197	$61,377
21-30 Years Experience	-	$64,449	$65,949
Over 30 Years Experience	-	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$58,827	$58,223	$58,887
Professional Support	$64,406	$63,600	$69,505
Campus Administration (School Leadership)	$95,485	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	3.3	16.6%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	14.8	73.4%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	2.0	9.9%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: CAPT D SALINAS II EL

Campus Number: 108902112

2022 Accountability Rating: A

Distinction Designations:

- **Academic Achievement in Mathematics**
- **Academic Achievement in Science**
- **Top 25 Percent: Comparative Academic Growth**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**58%**	-	58%	-	-	-	-	-	33%	-	54%	71%	58%	60%
	2021	67%	32%	**45%**	-	45%	-	-	-	-	-	50%	-	40%	67%	42%	41%
At Meets Grade Level or Above	2022	51%	29%	**18%**	-	18%	-	-	-	-	-	22%	-	17%	21%	19%	17%
	2021	39%	12%	**18%**	-	18%	-	-	-	-	-	50%	-	19%	11%	15%	11%
At Masters Grade Level	2022	30%	13%	**11%**	-	11%	-	-	-	-	-	11%	-	7%	21%	11%	7%
	2021	19%	5%	**2%**	-	2%	-	-	-	-	-	0%	-	2%	0%	2%	2%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**51%**	-	51%	-	-	-	-	-	33%	-	46%	64%	51%	52%
	2021	62%	26%	**23%**	-	23%	-	-	-	-	-	100%	-	21%	33%	21%	14%
At Meets Grade Level or Above	2022	43%	24%	**20%**	-	20%	-	-	-	-	-	22%	-	22%	14%	21%	21%
	2021	31%	9%	**16%**	-	16%	-	-	-	-	-	100%	-	17%	11%	17%	9%
At Masters Grade Level	2022	21%	9%	**5%**	-	5%	-	-	-	-	-	11%	-	5%	7%	6%	5%
	2021	14%	4%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	**77%**	-	77%	-	-	-	-	-	100%	-	79%	69%	75%	71%
	2021	63%	36%	**54%**	-	54%	-	-	-	-	-	*	*	57%	29%	54%	47%
At Meets Grade Level or Above	2022	54%	32%	**44%**	-	44%	-	-	-	-	-	100%	-	46%	38%	42%	36%
	2021	36%	16%	**18%**	-	18%	-	-	-	-	-	*	*	19%	14%	18%	17%
At Masters Grade Level	2022	28%	12%	**19%**	-	19%	-	-	-	-	-	80%	-	17%	25%	17%	11%
	2021	17%	5%	**7%**	-	7%	-	-	-	-	-	*	*	7%	0%	7%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	**66%**	-	66%	-	-	-	-	-	100%	-	67%	63%	63%	60%
	2021	59%	29%	**35%**	-	35%	-	-	-	-	-	*	*	36%	29%	35%	34%
At Meets Grade Level or Above	2022	43%	26%	**38%**	-	38%	-	-	-	-	-	100%	-	35%	44%	36%	36%
	2021	36%	12%	**17%**	-	17%	-	-	-	-	-	*	*	18%	14%	17%	17%
At Masters Grade Level	2022	23%	9%	**14%**	-	14%	-	-	-	-	-	80%	-	13%	19%	12%	13%
	2021	21%	5%	**5%**	-	5%	-	-	-	-	-	*	*	5%	0%	5%	6%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	**87%**	-	87%	-	-	-	-	-	71%	-	91%	63%	87%	84%
	2021	73%	51%	**60%**	-	60%	-	-	*	-	-	*	-	60%	63%	58%	55%
At Meets Grade Level or Above	2022	58%	39%	**53%**	-	53%	-	-	-	-	-	57%	-	57%	25%	53%	49%
	2021	46%	21%	**18%**	-	16%	-	-	*	-	-	*	-	15%	25%	16%	12%
At Masters Grade Level	2022	36%	22%	**24%**	-	24%	-	-	-	-	-	14%	-	28%	0%	23%	26%
	2021	30%	11%	**10%**	-	9%	-	-	*	-	-	*	-	8%	19%	9%	10%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**95%**	-	95%	-	-	-	-	-	100%	-	96%	88%	95%	95%
	2021	70%	38%	**42%**	-	41%	-	-	*	-	-	*	-	45%	31%	38%	36%
At Meets Grade Level or Above	2022	48%	38%	**69%**	-	69%	-	-	-	-	-	71%	-	74%	38%	68%	65%
	2021	44%	15%	**16%**	-	15%	-	-	*	-	-	*	-	15%	19%	14%	14%
At Masters Grade Level	2022	25%	17%	**31%**	-	31%	-	-	-	-	-	29%	-	35%	0%	28%	30%
	2021	25%	6%	**6%**	-	4%	-	-	*	-	-	*	-	8%	0%	5%	4%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	**63%**	-	63%	-	-	-	-	-	57%	-	67%	38%	63%	58%
	2021	62%	29%	**32%**	-	31%	-	-	*	-	-	*	-	36%	19%	30%	31%
At Meets Grade Level or Above	2022	38%	23%	**26%**	-	26%	-	-	-	-	-	57%	-	30%	0%	27%	23%
	2021	31%	7%	**6%**	-	5%	-	-	*	-	-	*	-	8%	0%	5%	2%
At Masters Grade Level	2022	18%	9%	**13%**	-	13%	-	-	-	-	-	43%	-	15%	0%	13%	12%
	2021	13%	3%	**3%**	-	2%	-	-	*	-	-	*	-	4%	0%	2%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**71%**	-	71%	-	-	-	-	-	65%	-	73%	65%	71%	69%
	2021	67%	41%	**43%**	-	43%	-	-	*	-	-	70%	*	44%	39%	41%	38%
At Meets Grade Level or Above	2022	48%	31%	**39%**	-	39%	-	-	-	-	-	55%	-	42%	27%	39%	35%
	2021	41%	19%	**16%**	-	15%	-	-	*	-	-	53%	*	16%	14%	15%	12%
At Masters Grade Level	2022	23%	12%	**17%**	-	17%	-	-	-	-	-	33%	-	18%	13%	16%	15%
	2021	18%	6%	**4%**	-	4%	-	-	*	-	-	0%	*	4%	3%	4%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**75%**	-	75%	-	-	-	-	-	62%	-	76%	68%	74%	72%
	2021	68%	43%	**54%**	-	53%	-	-	*	-	-	50%	*	53%	56%	52%	48%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	32%	**39%**	-	39%	-	-	-	-	-	52%	-	42%	29%	39%	34%
	2021	45%	22%	**18%**	-	17%	-	-	*	-	-	42%	*	18%	19%	16%	14%
At Masters Grade Level	2022	25%	11%	**18%**	-	18%	-	-	-	-	-	29%	-	18%	18%	17%	15%
	2021	18%	5%	**6%**	-	6%	-	-	*	-	-	0%	*	6%	9%	6%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**71%**	-	71%	-	-	-	-	-	71%	-	72%	68%	70%	69%
	2021	66%	35%	**34%**	-	34%	-	-	*	-	-	100%	*	35%	31%	32%	28%
At Meets Grade Level or Above	2022	42%	26%	**43%**	-	43%	-	-	-	-	-	57%	-	46%	32%	42%	41%
	2021	37%	11%	**16%**	-	16%	-	-	*	-	-	75%	*	17%	16%	16%	13%
At Masters Grade Level	2022	20%	9%	**17%**	-	17%	-	-	-	-	-	33%	-	19%	11%	16%	16%
	2021	18%	4%	**4%**	-	3%	-	-	*	-	-	0%	*	4%	0%	3%	4%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**63%**	-	63%	-	-	-	-	-	57%	-	67%	38%	63%	58%
	2021	71%	46%	**32%**	-	31%	-	-	*	-	-	*	-	36%	19%	30%	31%
At Meets Grade Level or Above	2022	47%	30%	**26%**	-	26%	-	-	-	-	-	57%	-	30%	0%	27%	23%
	2021	44%	18%	**6%**	-	5%	-	-	*	-	-	*	-	8%	0%	5%	2%
At Masters Grade Level	2022	21%	10%	**13%**	-	13%	-	-	-	-	-	43%	-	15%	0%	13%	12%
	2021	20%	5%	**3%**	-	2%	-	-	*	-	-	*	-	4%	0%	2%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**15%**	-	15%	-	-	-	-	-	22%	-	15%	14%	15%	14%
	2021	24%	6%	**9%**	-	9%	-	-	-	-	-	50%	-	9%	11%	9%	5%
Reading and Mathematics Including EOC	2022	36%	17%	**15%**	-	15%	-	-	-	-	-	22%	-	15%	14%	15%	14%
	2021	24%	6%	**9%**	-	9%	-	-	-	-	-	50%	-	9%	11%	9%	5%
Reading Including EOC	2022	51%	29%	**18%**	-	18%	-	-	-	-	-	22%	-	17%	21%	19%	17%
	2021	38%	12%	**18%**	-	18%	-	-	-	-	-	50%	-	19%	11%	15%	11%
Math Including EOC	2022	43%	24%	**20%**	-	20%	-	-	-	-	-	22%	-	22%	14%	21%	21%
	2021	31%	9%	**16%**	-	16%	-	-	-	-	-	100%	-	17%	11%	17%	9%
4th Graders																	
Reading and Mathematics	2022	36%	18%	**27%**	-	27%	-	-	-	-	-	100%	-	25%	31%	27%	22%
	2021	26%	8%	**10%**	-	10%	-	-	-	-	-	*	*	11%	0%	10%	9%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	18%	**27%**	-	27%	-	-	-	-	-	100%	-	25%	31%	27%	22%
	2021	26%	8%	**10%**	-	10%	-	-	-	-	-	*	*	11%	0%	10%	9%
Reading Including EOC	2022	54%	32%	**44%**	-	44%	-	-	-	-	-	100%	-	46%	38%	42%	36%
	2021	36%	16%	**18%**	-	18%	-	-	-	-	-	*	*	19%	14%	18%	17%
Math Including EOC	2022	43%	26%	**38%**	-	38%	-	-	-	-	-	100%	-	35%	44%	36%	36%
	2021	36%	12%	**17%**	-	17%	-	-	-	-	-	*	*	18%	14%	17%	17%
5th Graders																	
Reading and Mathematics	2022	41%	26%	**45%**	-	45%	-	-	-	-	-	57%	-	50%	13%	45%	40%
	2021	34%	9%	**9%**	-	7%	-	-	*	-	-	*	-	10%	6%	6%	4%
Reading and Mathematics Including EOC	2022	41%	26%	**45%**	-	45%	-	-	-	-	-	57%	-	50%	13%	45%	40%
	2021	34%	9%	**9%**	-	7%	-	-	*	-	-	*	-	10%	6%	6%	4%
Reading Including EOC	2022	58%	39%	**53%**	-	53%	-	-	-	-	-	57%	-	57%	25%	53%	49%
	2021	46%	21%	**18%**	-	16%	-	-	*	-	-	*	-	15%	25%	16%	12%
Math Including EOC	2022	48%	38%	**69%**	-	69%	-	-	-	-	-	71%	-	74%	38%	68%	65%
	2021	44%	15%	**16%**	-	15%	-	-	*	-	-	*	-	15%	19%	14%	14%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**29%**	-	29%	-	-	-	-	-	52%	-	31%	21%	30%	25%
	2021	26%	7%	**9%**	-	9%	-	-	*	-	-	42%	*	10%	6%	8%	6%
Reading and Mathematics Including EOC	2022	36%	21%	**29%**	-	29%	-	-	-	-	-	52%	-	31%	21%	30%	25%
	2021	28%	8%	**9%**	-	9%	-	-	*	-	-	42%	*	10%	6%	8%	6%
Reading Including EOC	2022	53%	35%	**39%**	-	39%	-	-	-	-	-	52%	-	42%	29%	39%	34%
	2021	41%	18%	**18%**	-	17%	-	-	*	-	-	42%	*	18%	19%	16%	14%
Math Including EOC	2022	43%	30%	**43%**	-	43%	-	-	-	-	-	57%	-	46%	32%	42%	41%
	2021	37%	11%	**16%**	-	16%	-	-	*	-	-	75%	*	17%	16%	16%	13%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
CAPT D SALINAS II EL (108902112) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	**92**	-	92	-	-	-	-	-	*	-	93	91	94	91
	2019	61	59	**67**	-	67	-	-	-	-	-	*	*	65	73	66	64
Grade 4 Mathematics	2022	74	84	**89**	-	89	-	-	-	-	-	*	-	90	88	89	91
	2019	65	60	**51**	-	51	-	-	-	-	-	*	*	60	28	48	51
Grade 5 ELA/Reading	2022	87	89	**97**	-	97	-	-	-	-	-	*	-	96	*	96	95
	2019	81	74	**58**	-	58	-	-	-	-	-	25	-	56	68	57	60
Grade 5 Mathematics	2022	79	91	**100**	-	100	-	-	-	-	-	*	-	100	100	100	100
	2019	83	82	**91**	-	91	-	-	-	-	-	100	-	89	97	91	91
All Grades Both Subjects	2022	74	79	**95**	-	95	-	-	-	-	-	100	-	95	93	95	95
	2019	69	64	**67**	-	67	-	-	-	-	-	67	*	68	65	66	67
All Grades ELA/Reading	2022	78	80	**95**	-	95	-	-	-	-	-	100	-	95	93	95	94
	2019	68	64	**62**	-	62	-	-	-	-	-	42	*	60	71	61	62
All Grades Mathematics	2022	69	78	**94**	-	94	-	-	-	-	-	100	-	95	92	95	96
	2019	70	65	**72**	-	72	-	-	-	-	-	92	*	77	60	71	73

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CAPT D SALINAS II EL (108902112) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**71%**	68%	74%	-	-	50%	-	-	-	-	-	*	79%	68%	*
	2021	67%	41%	**43%**	39%	43%	-	-	22%	-	-	-	-	-	*	57%	38%	*
At Meets Grade Level or Above	2022	48%	31%	**39%**	35%	42%	-	-	14%	-	-	-	-	-	*	48%	35%	*
	2021	41%	19%	**16%**	12%	14%	-	-	5%	-	-	-	-	-	*	26%	12%	*
At Masters Grade Level	2022	23%	12%	**17%**	15%	18%	-	-	5%	-	-	-	-	-	*	22%	14%	*
	2021	18%	6%	**4%**	4%	5%	-	-	1%	-	-	-	-	-	*	5%	4%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**75%**	71%	78%	-	-	54%	-	-	-	-	-	*	82%	71%	*
	2021	68%	43%	**54%**	48%	52%	-	-	38%	-	-	-	-	-	*	71%	47%	*
At Meets Grade Level or Above	2022	53%	32%	**39%**	33%	42%	-	-	11%	-	-	-	-	-	*	53%	33%	*
	2021	45%	22%	**18%**	14%	16%	-	-	8%	-	-	-	-	-	*	31%	13%	*
At Masters Grade Level	2022	25%	11%	**18%**	15%	19%	-	-	5%	-	-	-	-	-	*	27%	14%	*
	2021	18%	5%	**6%**	7%	9%	-	-	3%	-	-	-	-	-	*	4%	7%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**71%**	69%	78%	-	-	46%	-	-	-	-	-	*	76%	69%	*
	2021	66%	35%	**34%**	29%	37%	-	-	5%	-	-	-	-	-	*	51%	29%	*
At Meets Grade Level or Above	2022	42%	26%	**43%**	41%	51%	-	-	16%	-	-	-	-	-	*	49%	40%	*
	2021	37%	11%	**16%**	14%	17%	-	-	3%	-	-	-	-	-	*	26%	14%	*
At Masters Grade Level	2022	20%	9%	**17%**	16%	21%	-	-	5%	-	-	-	-	-	*	20%	16%	*
	2021	18%	4%	**4%**	4%	5%	-	-	0%	-	-	-	-	-	*	4%	4%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**63%**	57%	57%	-	-	-	-	-	-	-	-	*	74%	58%	-
	2021	71%	46%	**32%**	31%	31%	-	-	-	-	-	-	-	-	-	33%	31%	-
At Meets Grade Level or Above	2022	47%	30%	**26%**	24%	24%	-	-	-	-	-	-	-	-	*	32%	23%	-
	2021	44%	18%	**6%**	2%	2%	-	-	-	-	-	-	-	-	-	17%	2%	-
At Masters Grade Level	2022	21%	10%	**13%**	12%	12%	-	-	-	-	-	-	-	-	*	16%	12%	-
	2021	20%	5%	**3%**	0%	0%	-	-	-	-	-	-	-	-	-	11%	0%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**95%**	95%	95%	-	-	-	-	-	-	-	-	*	94%	95%	*
	2019	69%	64%	**67%**	69%	69%	-	-	*		-	-	-		*		68%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CAPT D SALINAS II EL (108902112) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**95%**	93%	93%	-	-	-	-	-	-	-	-	*	96%	93%	*
	2019	68%	64%	**62%**	63%	63%	-	-	-		-	-	-		*		63%	
All Grades Mathematics	2022	69%	78%	**94%**	96%	96%	-	-	-	-	-	-	-	-	*	91%	96%	*
	2019	70%	65%	**72%**	74%	74%	-	-	*		-	-	-		*		74%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	91%	**91%**	-	91%	-	-	-	-	-	100%	0%	97%	72%	91%	91%
Not Included in Accountability: Mobile	5%	5%	**9%**	-	9%	-	-	-	-	-	0%	100%	3%	25%	9%	8%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	-	-	-	-	-	0%	0%	0%	3%	1%	1%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	88%	**90%**	-	90%	-	-	-	-	-	100%	*	97%	70%	90%	90%
Not Included in Accountability: Mobile	5%	5%	**9%**	-	9%	-	-	-	-	-	0%	*	3%	26%	9%	8%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	4%	1%	1%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**90%**	-	90%	-	-	-	-	-	100%	*	97%	72%	90%	91%
Not Included in Accountability: Mobile	5%	6%	**9%**	-	9%	-	-	-	-	-	0%	*	3%	26%	9%	8%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	2%	1%	1%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**95%**	-	95%	-	-	-	-	-	100%	*	96%	89%	95%	96%
Not Included in Accountability: Mobile	4%	5%	**5%**	-	5%	-	-	-	-	-	0%	*	4%	11%	5%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**92%**	-	92%	-	-	*	-	-	60%	*	92%	90%	92%	96%
Included in Accountability	83%	63%	**84%**	-	83%	-	-	*	-	-	58%	*	90%	63%	83%	89%
Not Included in Accountability: Mobile	3%	2%	**7%**	-	7%	-	-	*	-	-	0%	*	2%	23%	7%	6%
Not Included in Accountability: Other Exclusions	1%	5%	**1%**	-	1%	-	-	*	-	-	2%	*	0%	4%	1%	2%
Not Tested	12%	29%	**8%**	-	8%	-	-	*	-	-	40%	*	8%	10%	8%	4%
Absent	2%	1%	**0%**	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	28%	**8%**	-	8%	-	-	*	-	-	40%	*	8%	10%	8%	4%
Reading																
Assessment Participant	89%	75%	**92%**	-	92%	-	-	*	-	-	65%	*	93%	90%	92%	96%
Included in Accountability	83%	61%	**83%**	-	83%	-	-	*	-	-	60%	*	89%	63%	82%	88%
Not Included in Accountability: Mobile	3%	2%	**7%**	-	7%	-	-	*	-	-	0%	*	3%	22%	7%	5%
Not Included in Accountability: Other Exclusions	3%	11%	**2%**	-	2%	-	-	*	-	-	5%	*	1%	6%	2%	3%
Not Tested	11%	25%	**8%**	-	8%	-	-	*	-	-	35%	*	7%	10%	8%	4%
Absent	2%	3%	**0%**	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**8%**	-	8%	-	-	*	-	-	35%	*	7%	10%	8%	4%
Mathematics																
Assessment Participant	88%	67%	**92%**	-	92%	-	-	*	-	-	63%	*	93%	90%	92%	97%
Included in Accountability	84%	64%	**85%**	-	85%	-	-	*	-	-	63%	*	91%	64%	84%	90%
Not Included in Accountability: Mobile	4%	3%	**7%**	-	7%	-	-	*	-	-	0%	*	2%	24%	7%	6%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	*	-	-	0%	*	0%	2%	0%	1%
Not Tested	12%	33%	**8%**	-	8%	-	-	*	-	-	37%	*	7%	10%	8%	3%
Absent	2%	0%	**0%**	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**8%**	-	8%	-	-	*	-	-	37%	*	7%	10%	8%	3%
Science																
Assessment Participant	87%	68%	**89%**	-	89%	-	-	*	-	-	57%	-	89%	89%	90%	95%
Included in Accountability	84%	65%	**79%**	-	78%	-	-	*	-	-	57%	-	88%	59%	79%	83%
Not Included in Accountability: Mobile	3%	2%	**10%**	-	10%	-	-	*	-	-	0%	-	2%	26%	10%	10%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	-	1%	-	-	*	-	-	0%	-	0%	4%	1%	2%
Not Tested	13%	32%	**11%**	-	11%	-	-	*	-	-	43%	-	11%	11%	10%	5%
Absent	2%	1%	**0%**	-	0%	-	-	*	-	-	0%	-	0%	0%	0%	0%
Other	10%	32%	**11%**	-	11%	-	-	*	-	-	43%	-	11%	11%	10%	5%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**98.2%**	-	98.2%	*	-	*	-	-	98.2%	98.2%	98.3%
2019-20	98.3%	96.9%	**98.3%**	-	98.3%	*	-	*	-	-	98.1%	98.3%	98.5%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**4.9%**	-	5.0%	*	-	*	-	-	3.0%	5.0%	4.4%
2019-20	6.7%	11.1%	**4.7%**	-	4.7%	-	-	*	-	-	0.0%	4.9%	3.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2021-22 Graduation Profile (TAPR)

CAPT D SALINAS II EL (108902112) - DONNA ISD - HIDALGO COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	413	100.0%	13,060	5,402,928	413	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	31	7.5%	4.3%	4.1%	31	7.5%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	10	2.4%	1.0%	0.6%	10	2.4%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	21	5.1%	3.3%	3.5%	21	5.1%	3.3%	3.5%
Kindergarten	53	12.8%	5.8%	6.8%	53	12.8%	5.8%	6.8%
Grade 1	61	14.8%	6.8%	7.1%	61	14.8%	6.8%	7.1%
Grade 2	75	18.2%	7.0%	7.1%	75	18.2%	7.0%	7.1%
Grade 3	59	14.3%	6.6%	7.1%	59	14.3%	6.6%	7.1%
Grade 4	70	16.9%	6.7%	7.1%	70	16.9%	6.7%	7.1%
Grade 5	64	15.5%	7.2%	7.2%	64	15.5%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	413	100.0%	99.7%	52.8%	413	100.0%	99.7%	52.7%
White	0	0.0%	0.2%	26.3%	0	0.0%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	213	51.6%	48.4%	48.9%	213	51.6%	48.4%	48.8%
Male	200	48.4%	51.6%	51.1%	200	48.4%	51.6%	51.2%
Economically Disadvantaged	390	94.4%	94.6%	60.7%	390	94.4%	94.6%	60.6%
Non-Educationally Disadvantaged	23	5.6%	5.4%	39.3%	23	5.6%	5.4%	39.4%
Section 504 Students	3	0.7%	3.6%	7.4%	3	0.7%	3.6%	7.4%
EB Students/EL	261	63.2%	56.1%	21.7%	261	63.2%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	0	0.0%	0.7%	5.0%	0	0.0%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	40	9.7%	7.4%	1.1%	40	9.7%	7.4%	1.1%
Immigrant	10	2.4%	1.5%	2.0%	10	2.4%	1.5%	2.0%
Migrant	9	2.2%	3.7%	0.3%	9	2.2%	3.7%	0.3%
Title I	413	100.0%	100.0%	64.3%	413	100.0%	100.0%	64.3%
Military Connected	3	0.7%	0.1%	3.3%	3	0.7%	0.1%	3.3%
At-Risk	378	91.5%	82.5%	53.5%	378	91.5%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	271	65.6%	57.0%	21.9%	271	65.6%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	33	8.0%	8.5%	8.0%	33	8.0%	8.5%	8.0%
Special Education	29	7.0%	10.4%	11.6%	29	7.0%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	29							
By Type of Primary Disability Students with Intellectual Disabilities	13	44.8%	59.7%	43.0%				
Students with Physical Disabilities	8	27.6%	13.3%	20.8%				
Students with Autism	**	**	10.1%	14.7%				
Students with Behavioral Disabilities	*	*	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	53	13.7%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	52	13.5%	12.3%	6.6%				
White	1	0.3%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	2	6.1%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	34	12.5%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	53	14.2%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	93	24.3%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	5.1%	1.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	7.9%	4.7%	2.9%	0.0%	3.8%	4.2%
Grade 2	7.8%	3.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	3.4%	2.0%	1.0%	0.0%	2.0%	1.0%
Grade 4	4.6%	1.7%	0.7%	0.0%	2.7%	0.7%
Grade 5	4.0%	1.1%	0.5%	0.0%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	17.5	18.5	18.7
Grade 1	21.0	18.4	18.7
Grade 2	19.6	17.9	18.6
Grade 3	18.7	18.0	18.7
Grade 4	21.7	17.4	18.8
Grade 5	19.7	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	46.4	100.0%	100.0%	100.0%
Professional Staff:	31.2	67.3%	55.8%	64.1%
Teachers	25.4	54.8%	42.0%	49.3%
Professional Support	5.8	12.5%	11.0%	10.7%
Campus Administration (School Leadership)	0.0	0.0%	1.9%	2.9%
Educational Aides:	15.2	32.7%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	0.0	n/a	43.0	13,550.0
Part-time Counselors	1.0	n/a	2.0	1,176.0
Total Minority Staff:	45.4	97.8%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	24.4	96.1%	96.6%	28.9%
White	1.0	3.9%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	3.0	11.9%	35.4%	24.1%
Females	22.4	88.1%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	21.7	85.2%	80.8%	72.6%
Masters	3.8	14.8%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.9%	6.9%	7.9%
1-5 Years Experience	2.7	10.5%	20.4%	26.7%
6-10 Years Experience	1.7	6.5%	25.8%	20.6%
11-20 Years Experience	18.2	71.7%	34.3%	28.6%
21-30 Years Experience	1.0	4.1%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	0.8	3.3%	3.0%	2.9%
Number of Students per Teacher	16.2	n/a	13.4	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	7.1	6.3
Average Years Experience of Principals with District	0.0	7.1	5.4
Average Years Experience of Assistant Principals	0.0	6.7	5.5
Average Years Experience of Assistant Principals with District	0.0	5.8	4.8
Average Years Experience of Teachers:	14.2	11.5	11.1
Average Years Experience of Teachers with District:	11.9	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$56,934	$53,500	$51,054
1-5 Years Experience	$55,047	$53,852	$54,577
6-10 Years Experience	$56,521	$56,098	$57,746
11-20 Years Experience	$60,719	$60,197	$61,377
21-30 Years Experience	$64,024	$64,449	$65,949
Over 30 Years Experience	$73,154	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$60,238	$58,223	$58,887
Professional Support	$58,768	$63,600	$69,505
Campus Administration (School Leadership)	-	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	2.8	11.2%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	21.0	82.6%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	1.6	6.2%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: PATRICIA S GARZA EL

Campus Number: 108902113

2022 Accountability Rating: B

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**63%**	-	63%	-	-	-	-	-	40%	-	64%	50%	63%	63%
	2021	67%	32%	**37%**	-	37%	-	-	-	-	-	57%	*	37%	33%	37%	34%
At Meets Grade Level or Above	2022	51%	29%	**40%**	-	40%	-	-	-	-	-	40%	-	42%	25%	41%	44%
	2021	39%	12%	**12%**	-	12%	-	-	-	-	-	57%	*	12%	17%	12%	9%
At Masters Grade Level	2022	30%	13%	**18%**	-	18%	-	-	-	-	-	0%	-	20%	0%	18%	19%
	2021	19%	5%	**3%**	-	3%	-	-	-	-	-	14%	*	3%	0%	3%	2%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**58%**	-	58%	-	-	-	-	-	50%	-	61%	38%	59%	67%
	2021	62%	26%	**22%**	-	22%	-	-	-	-	-	57%	*	20%	33%	22%	19%
At Meets Grade Level or Above	2022	43%	24%	**31%**	-	31%	-	-	-	-	-	50%	-	31%	25%	31%	35%
	2021	31%	9%	**9%**	-	9%	-	-	-	-	-	57%	*	10%	0%	9%	8%
At Masters Grade Level	2022	21%	9%	**8%**	-	8%	-	-	-	-	-	20%	-	8%	13%	8%	11%
	2021	14%	4%	**3%**	-	3%	-	-	-	-	-	14%	*	3%	0%	3%	2%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	**44%**	-	44%	-	-	-	-	-	55%	*	41%	63%	44%	44%
	2021	63%	36%	**24%**	-	24%	-	-	-	-	-	36%	*	25%	20%	24%	18%
At Meets Grade Level or Above	2022	54%	32%	**19%**	-	19%	-	-	-	-	-	55%	*	20%	13%	19%	17%
	2021	36%	16%	**11%**	-	11%	-	-	-	-	-	27%	*	14%	5%	11%	7%
At Masters Grade Level	2022	28%	12%	**5%**	-	5%	-	-	-	-	-	9%	*	6%	0%	5%	4%
	2021	17%	5%	**3%**	-	3%	-	-	-	-	-	0%	*	4%	0%	3%	2%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	**52%**	-	52%	-	-	-	-	-	73%	*	50%	63%	52%	50%
	2021	59%	29%	**18%**	-	18%	-	-	-	-	-	27%	*	19%	15%	18%	11%
At Meets Grade Level or Above	2022	43%	26%	**19%**	-	19%	-	-	-	-	-	45%	*	20%	13%	19%	17%
	2021	36%	12%	**5%**	-	5%	-	-	-	-	-	27%	*	8%	0%	5%	2%
At Masters Grade Level	2022	23%	9%	**2%**	-	2%	-	-	-	-	-	0%	*	2%	0%	2%	2%
	2021	21%	5%	**1%**	-	1%	-	-	-	-	-	0%	*	2%	0%	1%	0%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	**66%**	-	66%	-	-	-	-	-	54%	*	65%	70%	66%	61%
	2021	73%	51%	**56%**	-	56%	-	-	-	-	-	50%	*	54%	73%	57%	57%
At Meets Grade Level or Above	2022	58%	39%	**23%**	-	23%	-	-	-	-	-	46%	*	23%	20%	22%	16%
	2021	46%	21%	**24%**	-	24%	-	-	-	-	-	25%	*	23%	27%	24%	25%
At Masters Grade Level	2022	36%	22%	**10%**	-	10%	-	-	-	-	-	15%	*	12%	5%	10%	8%
	2021	30%	11%	**9%**	-	9%	-	-	-	-	-	0%	*	7%	18%	9%	10%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**60%**	-	60%	-	-	-	-	-	54%	*	57%	70%	59%	55%
	2021	70%	38%	**28%**	-	28%	-	-	-	-	-	25%	*	26%	36%	28%	25%
At Meets Grade Level or Above	2022	48%	38%	**21%**	-	21%	-	-	-	-	-	38%	*	22%	20%	20%	17%
	2021	44%	15%	**14%**	-	14%	-	-	-	-	-	20%	*	14%	9%	14%	16%
At Masters Grade Level	2022	25%	17%	**11%**	-	11%	-	-	-	-	-	15%	*	10%	15%	10%	11%
	2021	25%	6%	**9%**	-	9%	-	-	-	-	-	20%	*	10%	0%	9%	10%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	**35%**	-	35%	-	-	-	-	-	46%	*	37%	30%	34%	28%
	2021	62%	29%	**26%**	-	26%	-	-	-	-	-	30%	*	26%	27%	27%	24%
At Meets Grade Level or Above	2022	38%	23%	**11%**	-	11%	-	-	-	-	-	38%	*	15%	0%	11%	5%
	2021	31%	7%	**8%**	-	8%	-	-	-	-	-	20%	*	7%	9%	8%	8%
At Masters Grade Level	2022	18%	9%	**3%**	-	3%	-	-	-	-	-	15%	*	3%	0%	3%	2%
	2021	13%	3%	**4%**	-	4%	-	-	-	-	-	10%	*	4%	0%	4%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**54%**	-	54%	-	-	-	-	-	53%	40%	54%	55%	54%	52%
	2021	67%	41%	**29%**	-	29%	-	-	-	-	-	37%	33%	29%	27%	29%	26%
At Meets Grade Level or Above	2022	48%	31%	**23%**	-	23%	-	-	-	-	-	44%	0%	25%	15%	23%	21%
	2021	41%	19%	**11%**	-	11%	-	-	-	-	-	28%	8%	12%	7%	11%	10%
At Masters Grade Level	2022	23%	12%	**8%**	-	8%	-	-	-	-	-	11%	0%	9%	5%	8%	8%
	2021	18%	6%	**4%**	-	4%	-	-	-	-	-	7%	8%	5%	2%	4%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**58%**	-	58%	-	-	-	-	-	50%	*	57%	64%	58%	57%
	2021	68%	43%	**40%**	-	40%	-	-	-	-	-	47%	40%	40%	38%	40%	37%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	32%	**28%**	-	28%	-	-	-	-	-	47%	*	29%	19%	27%	25%
	2021	45%	22%	**16%**	-	16%	-	-	-	-	-	32%	20%	17%	14%	16%	14%
At Masters Grade Level	2022	25%	11%	**11%**	-	11%	-	-	-	-	-	9%	*	13%	3%	11%	10%
	2021	18%	5%	**5%**	-	5%	-	-	-	-	-	3%	20%	5%	5%	5%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**57%**	-	57%	-	-	-	-	-	59%	*	56%	61%	57%	57%
	2021	66%	35%	**22%**	-	22%	-	-	-	-	-	32%	20%	22%	24%	23%	19%
At Meets Grade Level or Above	2022	42%	26%	**24%**	-	24%	-	-	-	-	-	44%	*	25%	19%	24%	23%
	2021	37%	11%	**10%**	-	10%	-	-	-	-	-	29%	0%	11%	3%	10%	8%
At Masters Grade Level	2022	20%	9%	**7%**	-	7%	-	-	-	-	-	12%	*	7%	11%	7%	8%
	2021	18%	4%	**5%**	-	5%	-	-	-	-	-	13%	0%	6%	0%	5%	4%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**35%**	-	35%	-	-	-	-	-	46%	*	37%	30%	34%	28%
	2021	71%	46%	**26%**	-	26%	-	-	-	-	-	30%	*	26%	27%	27%	24%
At Meets Grade Level or Above	2022	47%	30%	**11%**	-	11%	-	-	-	-	-	38%	*	15%	0%	11%	5%
	2021	44%	18%	**8%**	-	8%	-	-	-	-	-	20%	*	7%	9%	8%	8%
At Masters Grade Level	2022	21%	10%	**3%**	-	3%	-	-	-	-	-	15%	*	3%	0%	3%	2%
	2021	20%	5%	**4%**	-	4%	-	-	-	-	-	10%	*	4%	0%	4%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**22%**	-	22%	-	-	-	-	-	40%	-	22%	25%	23%	26%
	2021	24%	6%	**8%**	-	8%	-	-	-	-	-	57%	*	8%	0%	8%	6%
Reading and Mathematics Including EOC	2022	36%	17%	**22%**	-	22%	-	-	-	-	-	40%	-	22%	25%	23%	26%
	2021	24%	6%	**8%**	-	8%	-	-	-	-	-	57%	*	8%	0%	8%	6%
Reading Including EOC	2022	51%	29%	**40%**	-	40%	-	-	-	-	-	40%	-	42%	25%	41%	44%
	2021	38%	12%	**12%**	-	12%	-	-	-	-	-	57%	*	12%	17%	12%	9%
Math Including EOC	2022	43%	24%	**31%**	-	31%	-	-	-	-	-	50%	-	31%	25%	31%	35%
	2021	31%	9%	**9%**	-	9%	-	-	-	-	-	57%	*	10%	0%	9%	8%
4th Graders																	
Reading and Mathematics	2022	36%	18%	**15%**	-	15%	-	-	-	-	-	45%	*	17%	0%	15%	13%
	2021	26%	8%	**6%**	-	6%	-	-	-	-	-	27%	*	8%	0%	6%	2%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	18%	**15%**	-	15%	-	-	-	-	-	45%	*	17%	0%	15%	13%
	2021	26%	8%	**6%**	-	6%	-	-	-	-	-	27%	*	8%	0%	6%	2%
Reading Including EOC	2022	54%	32%	**19%**	-	19%	-	-	-	-	-	55%	*	20%	13%	19%	17%
	2021	36%	16%	**11%**	-	11%	-	-	-	-	-	27%	*	14%	5%	11%	7%
Math Including EOC	2022	43%	26%	**19%**	-	19%	-	-	-	-	-	45%	*	20%	13%	19%	17%
	2021	36%	12%	**5%**	-	5%	-	-	-	-	-	27%	*	8%	0%	5%	2%
5th Graders																	
Reading and Mathematics	2022	41%	26%	**15%**	-	15%	-	-	-	-	-	38%	*	15%	15%	14%	9%
	2021	34%	9%	**11%**	-	11%	-	-	-	-	-	20%	*	12%	9%	11%	13%
Reading and Mathematics Including EOC	2022	41%	26%	**15%**	-	15%	-	-	-	-	-	38%	*	15%	15%	14%	9%
	2021	34%	9%	**11%**	-	11%	-	-	-	-	-	20%	*	12%	9%	11%	13%
Reading Including EOC	2022	58%	39%	**23%**	-	23%	-	-	-	-	-	46%	*	23%	20%	22%	16%
	2021	46%	21%	**24%**	-	24%	-	-	-	-	-	25%	*	23%	27%	24%	25%
Math Including EOC	2022	48%	38%	**21%**	-	21%	-	-	-	-	-	38%	*	22%	20%	20%	17%
	2021	44%	15%	**14%**	-	14%	-	-	-	-	-	20%	*	14%	9%	14%	16%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**17%**	-	17%	-	-	-	-	-	41%	*	18%	14%	17%	16%
	2021	26%	7%	**8%**	-	8%	-	-	-	-	-	29%	0%	9%	3%	8%	7%
Reading and Mathematics Including EOC	2022	36%	21%	**17%**	-	17%	-	-	-	-	-	41%	*	18%	14%	17%	16%
	2021	28%	8%	**8%**	-	8%	-	-	-	-	-	29%	0%	9%	3%	8%	7%
Reading Including EOC	2022	53%	35%	**28%**	-	28%	-	-	-	-	-	47%	*	29%	19%	27%	25%
	2021	41%	18%	**16%**	-	16%	-	-	-	-	-	32%	20%	17%	14%	16%	14%
Math Including EOC	2022	43%	30%	**24%**	-	24%	-	-	-	-	-	44%	*	25%	19%	24%	23%
	2021	37%	11%	**10%**	-	10%	-	-	-	-	-	29%	0%	11%	3%	10%	8%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
PATRICIA S GARZA EL (108902113) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	**66**	-	66	-	-	-	-	-	61	*	63	100	66	64
	2019	61	59	**38**	-	38	-	-	-	-	-	35	-	34	46	38	39
Grade 4 Mathematics	2022	74	84	**81**	-	81	-	-	-	-	-	67	*	78	100	81	82
	2019	65	60	**36**	-	36	-	-	-	-	-	41	-	35	38	36	39
Grade 5 ELA/Reading	2022	87	89	**91**	-	91	-	-	-	-	-	100	*	90	93	91	89
	2019	81	74	**76**	-	76	-	-	-	-	-	68	-	82	67	76	75
Grade 5 Mathematics	2022	79	91	**94**	-	94	-	-	-	-	-	70	*	92	100	94	92
	2019	83	82	**85**	-	85	-	-	-	-	-	91	-	92	73	85	85
All Grades Both Subjects	2022	74	79	**84**	-	84	-	-	-	-	-	73	*	81	98	84	83
	2019	69	64	**58**	-	58	-	-	-	-	-	59	-	58	58	58	60
All Grades ELA/Reading	2022	78	80	**79**	-	79	-	-	-	-	-	78	*	76	95	79	78
	2019	68	64	**56**	-	56	-	-	-	-	-	52	-	56	58	57	57
All Grades Mathematics	2022	69	78	**88**	-	88	-	-	-	-	-	68	*	86	100	88	88
	2019	70	65	**60**	-	60	-	-	-	-	-	66	-	61	58	60	62

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PATRICIA S GARZA EL (108902113) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**54%**	50%	49%	-	-	-	100%	-	-	-	-	-	61%	52%	-
	2021	67%	41%	**29%**	26%	23%	-	-	-	37%	-	-	-	-	*	44%	26%	-
At Meets Grade Level or Above	2022	48%	31%	**23%**	20%	19%	-	-	-	100%	-	-	-	-	-	32%	21%	-
	2021	41%	19%	**11%**	10%	7%	-	-	-	20%	-	-	-	-	*	18%	10%	-
At Masters Grade Level	2022	23%	12%	**8%**	8%	8%	-	-	-	33%	-	-	-	-	-	9%	8%	-
	2021	18%	6%	**4%**	4%	3%	-	-	-	6%	-	-	-	-	*	6%	4%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**58%**	55%	54%	-	-	-	*	-	-	-	-	-	65%	57%	-
	2021	68%	43%	**40%**	37%	35%	-	-	-	44%	-	-	-	-	*	54%	37%	-
At Meets Grade Level or Above	2022	53%	32%	**28%**	26%	24%	-	-	-	*	-	-	-	-	-	35%	25%	-
	2021	45%	22%	**16%**	14%	11%	-	-	-	26%	-	-	-	-	*	26%	14%	-
At Masters Grade Level	2022	25%	11%	**11%**	11%	11%	-	-	-	*	-	-	-	-	-	15%	10%	-
	2021	18%	5%	**5%**	5%	5%	-	-	-	3%	-	-	-	-	*	8%	5%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**57%**	54%	53%	-	-	-	*	-	-	-	-	-	56%	57%	-
	2021	66%	35%	**22%**	19%	15%	-	-	-	35%	-	-	-	-	*	40%	19%	-
At Meets Grade Level or Above	2022	42%	26%	**24%**	22%	21%	-	-	-	*	-	-	-	-	-	27%	23%	-
	2021	37%	11%	**10%**	8%	6%	-	-	-	18%	-	-	-	-	*	15%	8%	-
At Masters Grade Level	2022	20%	9%	**7%**	8%	8%	-	-	-	*	-	-	-	-	-	4%	8%	-
	2021	18%	4%	**5%**	4%	3%	-	-	-	9%	-	-	-	-	*	8%	4%	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**35%**	28%	27%	-	-	-	*	-	-	-	-	-	63%	28%	-
	2021	71%	46%	**26%**	24%	20%	-	-	-	*	-	-	-	-	-	35%	24%	-
At Meets Grade Level or Above	2022	47%	30%	**11%**	5%	3%	-	-	-	*	-	-	-	-	-	38%	5%	-
	2021	44%	18%	**8%**	8%	3%	-	-	-	*	-	-	-	-	-	6%	8%	-
At Masters Grade Level	2022	21%	10%	**3%**	2%	0%	-	-	-	*	-	-	-	-	-	6%	2%	-
	2021	20%	5%	**4%**	5%	2%	-	-	-	*	-	-	-	-	-	0%	5%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**84%**	81%	81%	-	-	-	100%	-	-	-	-	-	87%	83%	-
	2019	69%	64%	**58%**	59%	59%	-	-	-		-	-	-		*		59%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PATRICIA S GARZA EL (108902113) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**79%**	75%	75%	-	-	-	*	-	-	-	-	-	86%	78%	-
	2019	68%	64%	**56%**	57%	57%	-	-	-		-	-	-		*		57%	
All Grades Mathematics	2022	69%	78%	**88%**	86%	86%	-	-	-	*	-	-	-	-	-	88%	88%	-
	2019	70%	65%	**60%**	61%	61%	-	-	-		-	-	-		*		62%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	98%	100%	100%
Included in Accountability	93%	91%	**92%**	-	93%	-	-	-	-	-	89%	100%	97%	74%	93%	92%
Not Included in Accountability: Mobile	5%	5%	**6%**	-	5%	-	-	-	-	-	8%	0%	2%	18%	5%	5%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	-	2%	-	-	-	-	-	3%	0%	1%	6%	2%	2%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	2%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	2%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	88%	**91%**	-	92%	-	-	-	-	-	87%	*	97%	71%	93%	92%
Not Included in Accountability: Mobile	5%	5%	**6%**	-	5%	-	-	-	-	-	8%	*	2%	20%	5%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**3%**	-	3%	-	-	-	-	-	5%	*	1%	10%	2%	3%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	98%	100%	99%
Included in Accountability	93%	92%	**92%**	-	93%	-	-	-	-	-	89%	*	98%	72%	93%	93%
Not Included in Accountability: Mobile	5%	6%	**6%**	-	6%	-	-	-	-	-	8%	*	2%	22%	5%	6%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	-	-	-	-	-	3%	*	1%	4%	1%	1%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	2%	0%	1%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	2%	0%	1%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**99%**	-	100%	-	-	-	-	-	100%	*	100%	96%	99%	99%
Included in Accountability	93%	92%	**93%**	-	94%	-	-	-	-	-	93%	*	97%	83%	94%	93%
Not Included in Accountability: Mobile	4%	5%	**5%**	-	5%	-	-	-	-	-	7%	*	3%	8%	4%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	4%	1%	1%
Not Tested	2%	2%	**1%**	-	0%	-	-	-	-	-	0%	*	0%	4%	1%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**1%**	-	0%	-	-	-	-	-	0%	*	0%	4%	1%	1%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**97%**	-	97%	-	-	-	-	-	86%	100%	96%	98%	97%	98%
Included in Accountability	83%	63%	**93%**	-	93%	-	-	-	-	-	83%	92%	94%	90%	94%	94%
Not Included in Accountability: Mobile	3%	2%	**2%**	-	2%	-	-	-	-	-	1%	0%	1%	5%	2%	3%
Not Included in Accountability: Other Exclusions	1%	5%	**1%**	-	1%	-	-	-	-	-	2%	8%	1%	3%	1%	2%
Not Tested	12%	29%	**3%**	-	3%	-	-	-	-	-	14%	0%	4%	2%	3%	2%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	28%	**3%**	-	3%	-	-	-	-	-	14%	0%	4%	2%	3%	2%
Reading																
Assessment Participant	89%	75%	**97%**	-	97%	-	-	-	-	-	89%	100%	96%	100%	97%	99%
Included in Accountability	83%	61%	**92%**	-	92%	-	-	-	-	-	83%	83%	93%	86%	92%	93%
Not Included in Accountability: Mobile	3%	2%	**2%**	-	2%	-	-	-	-	-	0%	0%	1%	5%	2%	2%
Not Included in Accountability: Other Exclusions	3%	11%	**3%**	-	3%	-	-	-	-	-	7%	17%	2%	9%	3%	4%
Not Tested	11%	25%	**3%**	-	3%	-	-	-	-	-	11%	0%	4%	0%	3%	1%
Absent	2%	3%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	23%	**3%**	-	3%	-	-	-	-	-	11%	0%	4%	0%	3%	1%
Mathematics																
Assessment Participant	88%	67%	**96%**	-	96%	-	-	-	-	-	84%	100%	96%	98%	97%	97%
Included in Accountability	84%	64%	**94%**	-	94%	-	-	-	-	-	84%	100%	95%	93%	95%	95%
Not Included in Accountability: Mobile	4%	3%	**2%**	-	2%	-	-	-	-	-	0%	0%	1%	5%	2%	2%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Not Tested	12%	33%	**4%**	-	4%	-	-	-	-	-	16%	0%	4%	3%	3%	3%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	32%	**4%**	-	4%	-	-	-	-	-	16%	0%	4%	3%	3%	3%
Science																
Assessment Participant	87%	68%	**97%**	-	97%	-	-	-	-	-	87%	*	96%	100%	96%	99%
Included in Accountability	84%	65%	**93%**	-	93%	-	-	-	-	-	87%	*	93%	92%	93%	94%
Not Included in Accountability: Mobile	3%	2%	**3%**	-	3%	-	-	-	-	-	0%	*	3%	8%	4%	4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	32%	**3%**	-	3%	-	-	-	-	-	13%	*	4%	0%	4%	1%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**3%**	-	3%	-	-	-	-	-	13%	*	4%	0%	4%	1%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**91.3%**	*	91.3%	-	-	-	-	-	90.0%	91.3%	91.4%
2019-20	98.3%	96.9%	**98.0%**	-	98.0%	-	-	-	-	-	97.4%	98.0%	98.1%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**25.9%**	*	25.9%	-	-	-	-	-	29.9%	25.7%	24.9%
2019-20	6.7%	11.1%	**5.9%**	-	5.9%	-	-	-	-	-	13.0%	6.0%	5.8%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	545	100.0%	13,060	5,402,928	545	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	68	12.5%	4.3%	4.1%	68	12.5%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	19	3.5%	1.0%	0.6%	19	3.5%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	49	9.0%	3.3%	3.5%	49	9.0%	3.3%	3.5%
Kindergarten	75	13.8%	5.8%	6.8%	75	13.8%	5.8%	6.8%
Grade 1	89	16.3%	6.8%	7.1%	89	16.3%	6.8%	7.1%
Grade 2	84	15.4%	7.0%	7.1%	84	15.4%	7.0%	7.1%
Grade 3	77	14.1%	6.6%	7.1%	77	14.1%	6.6%	7.1%
Grade 4	67	12.3%	6.7%	7.1%	67	12.3%	6.7%	7.1%
Grade 5	85	15.6%	7.2%	7.2%	85	15.6%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	543	99.6%	99.7%	52.8%	543	99.6%	99.7%	52.7%
White	0	0.0%	0.2%	26.3%	0	0.0%	0.2%	26.3%
American Indian	2	0.4%	0.0%	0.3%	2	0.4%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	283	51.9%	48.4%	48.9%	283	51.9%	48.4%	48.8%
Male	262	48.1%	51.6%	51.1%	262	48.1%	51.6%	51.2%
Economically Disadvantaged	541	99.3%	94.6%	60.7%	541	99.3%	94.6%	60.6%
Non-Educationally Disadvantaged	4	0.7%	5.4%	39.3%	4	0.7%	5.4%	39.4%
Section 504 Students	3	0.6%	3.6%	7.4%	3	0.6%	3.6%	7.4%
EB Students/EL	404	74.1%	56.1%	21.7%	404	74.1%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	0	0.0%	0.7%	5.0%	0	0.0%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	32	5.9%	7.4%	1.1%	32	5.9%	7.4%	1.1%
Immigrant	19	3.5%	1.5%	2.0%	19	3.5%	1.5%	2.0%
Migrant	16	2.9%	3.7%	0.3%	16	2.9%	3.7%	0.3%
Title I	545	100.0%	100.0%	64.3%	545	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	503	92.3%	82.5%	53.5%	503	92.3%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	411	75.4%	57.0%	21.9%	411	75.4%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	18	3.3%	8.5%	8.0%	18	3.3%	8.5%	8.0%
Special Education	56	10.3%	10.4%	11.6%	56	10.3%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	56							
By Type of Primary Disability Students with Intellectual Disabilities	31	55.4%	59.7%	43.0%				
Students with Physical Disabilities	12	21.4%	13.3%	20.8%				
Students with Autism	5	8.9%	10.1%	14.7%				
Students with Behavioral Disabilities	8	14.3%	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	67	14.7%	12.4%	13.6%				
By Ethnicity: African American	1	0.2%	0.0%	2.5%				
Hispanic	66	14.4%	12.3%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	8	10.4%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	53	15.0%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	67	14.8%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	91	19.1%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	4.8%	4.7%	2.9%	0.0%	3.8%	4.2%
Grade 2	1.4%	3.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	1.7%	2.0%	1.0%	0.0%	2.0%	1.0%
Grade 4	1.5%	1.7%	0.7%	0.0%	2.7%	0.7%
Grade 5	0.0%	1.1%	0.5%	0.0%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.8	18.5	18.7
Grade 1	21.5	18.4	18.7
Grade 2	16.7	17.9	18.6
Grade 3	18.3	18.0	18.7
Grade 4	15.5	17.4	18.8
Grade 5	20.4	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	63.7	100.0%	100.0%	100.0%
Professional Staff:	41.7	65.4%	55.8%	64.1%
Teachers	33.0	51.9%	42.0%	49.3%
Professional Support	6.6	10.4%	11.0%	10.7%
Campus Administration (School Leadership)	2.0	3.1%	1.9%	2.9%
Educational Aides:	22.0	34.6%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	2.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	63.7	100.0%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	33.0	100.0%	96.6%	28.9%
White	0.0	0.0%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	12.0	36.3%	35.4%	24.1%
Females	21.0	63.7%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	27.0	81.9%	80.8%	72.6%
Masters	6.0	18.1%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.8	2.5%	6.9%	7.9%
1-5 Years Experience	5.8	17.4%	20.4%	26.7%
6-10 Years Experience	9.9	29.9%	25.8%	20.6%
11-20 Years Experience	13.7	41.4%	34.3%	28.6%
21-30 Years Experience	2.9	8.7%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	16.5	n/a	13.4	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	15.0	7.1	6.3
Average Years Experience of Principals with District	15.0	7.1	5.4
Average Years Experience of Assistant Principals	1.0	6.7	5.5
Average Years Experience of Assistant Principals with District	1.0	5.8	4.8
Average Years Experience of Teachers:	11.7	11.5	11.1
Average Years Experience of Teachers with District:	10.1	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,998	$53,500	$51,054
1-5 Years Experience	$50,935	$53,852	$54,577
6-10 Years Experience	$56,560	$56,098	$57,746
11-20 Years Experience	$61,196	$60,197	$61,377
21-30 Years Experience	$65,656	$64,449	$65,949
Over 30 Years Experience	-	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$58,227	$58,223	$58,887
Professional Support	$61,794	$63,600	$69,505
Campus Administration (School Leadership)	$82,412	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	5.3	16.2%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	25.1	75.9%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	2.6	8.0%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: MARIA ALICIA P MUNOZ EL

Campus Number: 108902114

2022 Accountability Rating: B

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**42%**	-	42%	-	-	-	-	-	0%	*	41%	46%	41%	38%
	2021	67%	32%	**27%**	-	27%	-	-	-	-	-	*	*	26%	30%	27%	23%
At Meets Grade Level or Above	2022	51%	29%	**12%**	-	12%	-	-	-	-	-	0%	*	11%	13%	11%	8%
	2021	39%	12%	**5%**	-	5%	-	-	-	-	-	*	*	4%	5%	3%	2%
At Masters Grade Level	2022	30%	13%	**5%**	-	5%	-	-	-	-	-	0%	*	6%	0%	5%	3%
	2021	19%	5%	**2%**	-	2%	-	-	-	-	-	*	*	0%	5%	2%	2%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**49%**	-	49%	-	-	-	-	-	0%	*	51%	42%	48%	47%
	2021	62%	26%	**21%**	-	21%	-	-	-	-	-	*	*	21%	20%	19%	20%
At Meets Grade Level or Above	2022	43%	24%	**13%**	-	13%	-	-	-	-	-	0%	*	14%	8%	12%	9%
	2021	31%	9%	**7%**	-	7%	-	-	-	-	-	*	*	4%	15%	6%	6%
At Masters Grade Level	2022	21%	9%	**3%**	-	3%	-	-	-	-	-	0%	*	3%	4%	2%	1%
	2021	14%	4%	**0%**	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	**60%**	-	60%	-	-	-	-	-	38%	*	55%	68%	58%	53%
	2021	63%	36%	**38%**	-	38%	-	-	-	-	-	17%	*	38%	37%	37%	34%
At Meets Grade Level or Above	2022	54%	32%	**32%**	-	32%	-	-	-	-	-	25%	*	31%	33%	31%	27%
	2021	36%	16%	**13%**	-	13%	-	-	-	-	-	17%	*	11%	14%	13%	10%
At Masters Grade Level	2022	28%	12%	**13%**	-	13%	-	-	-	-	-	13%	*	14%	13%	13%	13%
	2021	17%	5%	**8%**	-	8%	-	-	-	-	-	0%	*	11%	3%	8%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	**68%**	-	68%	-	-	-	-	-	50%	*	70%	65%	67%	69%
	2021	59%	29%	**39%**	-	39%	-	-	-	-	-	17%	*	42%	34%	38%	38%
At Meets Grade Level or Above	2022	43%	26%	**30%**	-	30%	-	-	-	-	-	13%	*	34%	23%	29%	29%
	2021	36%	12%	**14%**	-	14%	-	-	-	-	-	0%	*	15%	11%	13%	13%
At Masters Grade Level	2022	23%	9%	**9%**	-	9%	-	-	-	-	-	0%	*	11%	5%	8%	8%
	2021	21%	5%	**6%**	-	6%	-	-	-	-	-	0%	*	8%	3%	5%	3%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	**65%**	-	65%	-	-	-	-	-	33%	*	67%	63%	65%	60%
	2021	73%	51%	**48%**	-	48%	-	-	-	-	-	38%	*	49%	45%	48%	49%
At Meets Grade Level or Above	2022	58%	39%	**29%**	-	29%	-	-	-	-	-	8%	*	30%	28%	29%	25%
	2021	46%	21%	**17%**	-	17%	-	-	-	-	-	13%	*	15%	23%	17%	16%
At Masters Grade Level	2022	36%	22%	**17%**	-	17%	-	-	-	-	-	0%	*	17%	18%	17%	15%
	2021	30%	11%	**10%**	-	10%	-	-	-	-	-	13%	*	7%	18%	10%	10%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**73%**	-	73%	-	-	-	-	-	83%	*	72%	75%	73%	73%
	2021	70%	38%	**39%**	-	39%	-	-	-	-	-	25%	*	40%	36%	39%	39%
At Meets Grade Level or Above	2022	48%	38%	**23%**	-	23%	-	-	-	-	-	8%	*	24%	23%	23%	23%
	2021	44%	15%	**13%**	-	13%	-	-	-	-	-	0%	*	11%	18%	13%	14%
At Masters Grade Level	2022	25%	17%	**9%**	-	9%	-	-	-	-	-	0%	*	6%	15%	8%	6%
	2021	25%	6%	**8%**	-	8%	-	-	-	-	-	0%	*	5%	14%	8%	9%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	**48%**	-	48%	-	-	-	-	-	33%	*	43%	55%	47%	44%
	2021	62%	29%	**27%**	-	27%	-	-	-	-	-	13%	*	21%	41%	27%	29%
At Meets Grade Level or Above	2022	38%	23%	**17%**	-	17%	-	-	-	-	-	17%	*	18%	15%	16%	14%
	2021	31%	7%	**8%**	-	8%	-	-	-	-	-	0%	*	5%	14%	8%	7%
At Masters Grade Level	2022	18%	9%	**6%**	-	6%	-	-	-	-	-	0%	*	6%	5%	6%	2%
	2021	13%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**58%**	-	58%	-	-	-	-	-	40%	64%	56%	61%	57%	55%
	2021	67%	41%	**34%**	-	34%	-	-	-	-	-	25%	55%	34%	33%	33%	33%
At Meets Grade Level or Above	2022	48%	31%	**22%**	-	22%	-	-	-	-	-	11%	18%	23%	21%	21%	19%
	2021	41%	19%	**11%**	-	11%	-	-	-	-	-	8%	0%	10%	13%	11%	10%
At Masters Grade Level	2022	23%	12%	**9%**	-	9%	-	-	-	-	-	2%	18%	9%	9%	8%	7%
	2021	18%	6%	**4%**	-	4%	-	-	-	-	-	2%	0%	4%	5%	4%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**56%**	-	56%	-	-	-	-	-	28%	40%	53%	61%	55%	50%
	2021	68%	43%	**38%**	-	38%	-	-	-	-	-	35%	*	38%	38%	38%	37%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	32%	**24%**	-	24%	-	-	-	-	-	12%	20%	23%	26%	23%	20%
	2021	45%	22%	**12%**	-	12%	-	-	-	-	-	18%	*	10%	14%	11%	10%
At Masters Grade Level	2022	25%	11%	**12%**	-	12%	-	-	-	-	-	4%	20%	12%	12%	12%	10%
	2021	18%	5%	**7%**	-	7%	-	-	-	-	-	6%	*	6%	8%	7%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**63%**	-	63%	-	-	-	-	-	56%	80%	63%	63%	63%	63%
	2021	66%	35%	**34%**	-	34%	-	-	-	-	-	24%	*	35%	31%	33%	34%
At Meets Grade Level or Above	2022	42%	26%	**22%**	-	22%	-	-	-	-	-	8%	20%	23%	19%	21%	20%
	2021	37%	11%	**12%**	-	12%	-	-	-	-	-	6%	*	10%	14%	11%	12%
At Masters Grade Level	2022	20%	9%	**7%**	-	7%	-	-	-	-	-	0%	20%	6%	9%	6%	5%
	2021	18%	4%	**5%**	-	5%	-	-	-	-	-	0%	*	5%	5%	4%	4%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**48%**	-	48%	-	-	-	-	-	33%	*	43%	55%	47%	44%
	2021	71%	46%	**27%**	-	27%	-	-	-	-	-	13%	*	21%	41%	27%	29%
At Meets Grade Level or Above	2022	47%	30%	**17%**	-	17%	-	-	-	-	-	17%	*	18%	15%	16%	14%
	2021	44%	18%	**8%**	-	8%	-	-	-	-	-	0%	*	5%	14%	8%	7%
At Masters Grade Level	2022	21%	10%	**6%**	-	6%	-	-	-	-	-	0%	*	6%	5%	6%	2%
	2021	20%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**6%**	-	6%	-	-	-	-	-	0%	*	6%	4%	5%	2%
	2021	24%	6%	**3%**	-	3%	-	-	-	-	-	*	*	2%	5%	2%	2%
Reading and Mathematics Including EOC	2022	36%	17%	**6%**	-	6%	-	-	-	-	-	0%	*	6%	4%	5%	2%
	2021	24%	6%	**3%**	-	3%	-	-	-	-	-	*	*	2%	5%	2%	2%
Reading Including EOC	2022	51%	29%	**12%**	-	12%	-	-	-	-	-	0%	*	11%	13%	11%	8%
	2021	38%	12%	**5%**	-	5%	-	-	-	-	-	*	*	4%	5%	3%	2%
Math Including EOC	2022	43%	24%	**13%**	-	13%	-	-	-	-	-	0%	*	14%	8%	12%	9%
	2021	31%	9%	**6%**	-	6%	-	-	-	-	-	*	*	4%	10%	5%	4%
4th Graders																	
Reading and Mathematics	2022	36%	18%	**22%**	-	22%	-	-	-	-	-	13%	*	25%	18%	21%	19%
	2021	26%	8%	**5%**	-	5%	-	-	-	-	-	0%	*	4%	6%	5%	3%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	18%	**22%**	-	22%	-	-	-	-	-	13%	*	25%	18%	21%	19%
	2021	26%	8%	**5%**	-	5%	-	-	-	-	-	0%	*	4%	6%	5%	3%
Reading Including EOC	2022	54%	32%	**32%**	-	32%	-	-	-	-	-	25%	*	31%	33%	31%	27%
	2021	36%	16%	**13%**	-	13%	-	-	-	-	-	17%	*	11%	14%	13%	10%
Math Including EOC	2022	43%	26%	**30%**	-	30%	-	-	-	-	-	13%	*	34%	23%	29%	29%
	2021	36%	12%	**13%**	-	13%	-	-	-	-	-	0%	*	15%	9%	11%	12%
5th Graders																	
Reading and Mathematics	2022	41%	26%	**14%**	-	14%	-	-	-	-	-	0%	*	14%	15%	13%	11%
	2021	34%	9%	**8%**	-	8%	-	-	-	-	-	0%	*	7%	9%	8%	9%
Reading and Mathematics Including EOC	2022	41%	26%	**14%**	-	14%	-	-	-	-	-	0%	*	14%	15%	13%	11%
	2021	34%	9%	**8%**	-	8%	-	-	-	-	-	0%	*	7%	9%	8%	9%
Reading Including EOC	2022	58%	39%	**29%**	-	29%	-	-	-	-	-	8%	*	30%	28%	29%	25%
	2021	46%	21%	**17%**	-	17%	-	-	-	-	-	13%	*	15%	23%	17%	16%
Math Including EOC	2022	48%	38%	**23%**	-	23%	-	-	-	-	-	8%	*	24%	23%	23%	23%
	2021	44%	15%	**13%**	-	13%	-	-	-	-	-	0%	*	11%	18%	13%	14%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**14%**	-	14%	-	-	-	-	-	4%	20%	14%	13%	13%	11%
	2021	26%	7%	**5%**	-	5%	-	-	-	-	-	6%	*	5%	6%	5%	5%
Reading and Mathematics Including EOC	2022	36%	21%	**14%**	-	14%	-	-	-	-	-	4%	20%	14%	13%	13%	11%
	2021	28%	8%	**5%**	-	5%	-	-	-	-	-	6%	*	5%	6%	5%	5%
Reading Including EOC	2022	53%	35%	**24%**	-	24%	-	-	-	-	-	12%	20%	23%	26%	23%	20%
	2021	41%	18%	**12%**	-	12%	-	-	-	-	-	18%	*	10%	14%	11%	10%
Math Including EOC	2022	43%	30%	**22%**	-	22%	-	-	-	-	-	8%	20%	23%	19%	21%	20%
	2021	37%	11%	**11%**	-	11%	-	-	-	-	-	6%	*	10%	12%	10%	11%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	**83**	-	83	-	-	-	-	-	67	*	82	85	82	80
	2019	61	59	**57**	-	57	-	-	-	-	-	*	*	55	61	58	57
Grade 4 Mathematics	2022	74	84	**92**	-	92	-	-	-	-	-	83	*	92	92	92	92
	2019	65	60	**69**	-	69	-	-	-	-	-	*	*	67	73	69	63
Grade 5 ELA/Reading	2022	87	89	**85**	-	85	-	-	-	-	-	78	*	83	90	85	81
	2019	81	74	**87**	-	87	-	-	-	-	-	100	-	87	88	86	88
Grade 5 Mathematics	2022	79	91	**85**	-	85	-	-	-	-	-	94	*	86	83	85	86
	2019	83	82	**80**	-	80	-	-	-	-	-	100	-	78	87	79	78
All Grades Both Subjects	2022	74	79	**86**	-	86	-	-	-	-	-	81	*	86	88	86	84
	2019	69	64	**72**	-	72	-	-	-	-	-	100	75	71	75	72	72
All Grades ELA/Reading	2022	78	80	**84**	-	84	-	-	-	-	-	73	*	82	88	84	80
	2019	68	64	**70**	-	70	-	-	-	-	-	100	*	70	72	70	72
All Grades Mathematics	2022	69	78	**89**	-	89	-	-	-	-	-	89	*	89	88	88	89
	2019	70	65	**74**	-	74	-	-	-	-	-	100	*	72	78	73	71

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MARIA ALICIA P MUNOZ EL (108902114) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**58%**	51%	51%	-	-	-	60%	-	-	-	-	-	70%	55%	-
	2021	67%	41%	**34%**	32%	30%	-	-	-	40%	-	-	-	-	*	36%	32%	100%
At Meets Grade Level or Above	2022	48%	31%	**22%**	17%	17%	-	-	-	20%	-	-	-	-	-	34%	19%	-
	2021	41%	19%	**11%**	10%	9%	-	-	-	13%	-	-	-	-	*	15%	10%	50%
At Masters Grade Level	2022	23%	12%	**9%**	7%	7%	-	-	-	0%	-	-	-	-	-	16%	7%	-
	2021	18%	6%	**4%**	4%	3%	-	-	-	6%	-	-	-	-	*	6%	4%	17%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**56%**	47%	47%	-	-	-	*	-	-	-	-	-	78%	50%	-
	2021	68%	43%	**38%**	36%	34%	-	-	-	48%	-	-	-	-	*	43%	36%	*
At Meets Grade Level or Above	2022	53%	32%	**24%**	18%	18%	-	-	-	*	-	-	-	-	-	43%	20%	-
	2021	45%	22%	**12%**	10%	9%	-	-	-	16%	-	-	-	-	*	17%	10%	*
At Masters Grade Level	2022	25%	11%	**12%**	10%	10%	-	-	-	*	-	-	-	-	-	17%	10%	-
	2021	18%	5%	**7%**	7%	6%	-	-	-	10%	-	-	-	-	*	9%	7%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**63%**	62%	62%	-	-	-	*	-	-	-	-	-	67%	63%	-
	2021	66%	35%	**34%**	33%	32%	-	-	-	35%	-	-	-	-	*	33%	33%	*
At Meets Grade Level or Above	2022	42%	26%	**22%**	21%	20%	-	-	-	*	-	-	-	-	-	29%	20%	-
	2021	37%	11%	**12%**	11%	11%	-	-	-	13%	-	-	-	-	*	11%	11%	*
At Masters Grade Level	2022	20%	9%	**7%**	5%	5%	-	-	-	*	-	-	-	-	-	14%	5%	-
	2021	18%	4%	**5%**	4%	3%	-	-	-	10%	-	-	-	-	*	7%	4%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**48%**	23%	21%	-	-	-	*	-	-	-	-	-	58%	44%	-
	2021	71%	46%	**27%**	26%	17%	-	-	-	38%	-	-	-	-	-	13%	26%	*
At Meets Grade Level or Above	2022	47%	30%	**17%**	0%	0%	-	-	-	*	-	-	-	-	-	27%	14%	-
	2021	44%	18%	**8%**	6%	3%	-	-	-	9%	-	-	-	-	-	13%	6%	*
At Masters Grade Level	2022	21%	10%	**6%**	0%	0%	-	-	-	*	-	-	-	-	-	15%	2%	-
	2021	20%	5%	**0%**	0%	0%	-	-	-	0%	-	-	-	-	-	0%	0%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**86%**	84%	84%	-	-	-	*	-	-	-	-	-	94%	84%	-
	2019	69%	64%	**72%**	67%	66%	-	-	*		79%	79%	-		-		71%	

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MARIA ALICIA P MUNOZ EL (108902114) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**84%**	79%	79%	-	-	-	*	-	-	-	-	-	100%	80%	-
	2019	68%	64%	**70%**	65%	65%	-	-	-		87%	87%	-		-		72%	
All Grades Mathematics	2022	69%	78%	**89%**	88%	88%	-	-	-	*	-	-	-	-	-	88%	89%	-
	2019	70%	65%	**74%**	68%	68%	-	-	*		71%	71%	-		-		69%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency

2021-22 STAAR Participation (TAPR)

MARIA ALICIA P MUNOZ EL (108902114) - DONNA ISD - HIDALGO COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	99%	100%	-	-	-	-	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	91%	**92%**	-	92%	0%	-	-	-	-	94%	100%	98%	82%	92%	94%
Not Included in Accountability: Mobile	5%	5%	**7%**	-	7%	100%	-	-	-	-	6%	0%	1%	17%	7%	5%
Not Included in Accountability: Other Exclusions	1%	3%	**0%**	-	1%	0%	-	-	-	-	0%	0%	0%	1%	1%	1%
Not Tested	1%	1%	**0%**	-	1%	0%	-	-	-	-	0%	0%	1%	0%	1%	0%
Absent	1%	1%	**0%**	-	1%	0%	-	-	-	-	0%	0%	1%	0%	1%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	88%	**92%**	-	92%	*	-	-	-	-	93%	100%	97%	82%	92%	94%
Not Included in Accountability: Mobile	5%	5%	**7%**	-	7%	*	-	-	-	-	7%	0%	1%	17%	7%	5%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	-	1%	*	-	-	-	-	0%	0%	1%	1%	1%	1%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	-	99%	*	-	-	-	-	100%	100%	99%	100%	99%	100%
Included in Accountability	93%	92%	**92%**	-	92%	*	-	-	-	-	93%	100%	98%	82%	92%	94%
Not Included in Accountability: Mobile	5%	6%	**7%**	-	7%	*	-	-	-	-	7%	0%	1%	17%	7%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	1%	0%	0%
Not Tested	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	0%	1%	0%	1%	0%
Absent	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	0%	1%	0%	1%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**99%**	-	99%	*	-	-	-	-	100%	*	99%	100%	99%	99%
Included in Accountability	93%	92%	**91%**	-	93%	*	-	-	-	-	100%	*	99%	82%	92%	94%
Not Included in Accountability: Mobile	4%	5%	**8%**	-	6%	*	-	-	-	-	0%	*	0%	18%	7%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	2%	2%	**1%**	-	1%	*	-	-	-	-	0%	*	1%	0%	1%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**1%**	-	1%	*	-	-	-	-	0%	*	1%	0%	1%	1%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**88%**	-	88%	-	-	-	-	-	90%	100%	86%	93%	89%	91%
Included in Accountability	83%	63%	**79%**	-	79%	-	-	-	-	-	76%	100%	79%	78%	80%	82%
Not Included in Accountability: Mobile	3%	2%	**9%**	-	9%	-	-	-	-	-	14%	0%	6%	14%	9%	9%
Not Included in Accountability: Other Exclusions	1%	5%	**1%**	-	1%	-	-	-	-	-	0%	0%	0%	1%	1%	1%
Not Tested	12%	29%	**12%**	-	12%	-	-	-	-	-	10%	0%	14%	7%	11%	9%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	1%	0%	0%
Other	10%	28%	**12%**	-	12%	-	-	-	-	-	10%	0%	14%	6%	11%	8%
Reading																
Assessment Participant	89%	75%	**87%**	-	87%	-	-	-	-	-	87%	*	84%	91%	88%	90%
Included in Accountability	83%	61%	**77%**	-	77%	-	-	-	-	-	74%	*	77%	76%	78%	80%
Not Included in Accountability: Mobile	3%	2%	**9%**	-	9%	-	-	-	-	-	13%	*	6%	14%	9%	9%
Not Included in Accountability: Other Exclusions	3%	11%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	1%	1%	1%
Not Tested	11%	25%	**13%**	-	13%	-	-	-	-	-	13%	*	16%	9%	12%	10%
Absent	2%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	1%	0%	0%
Other	10%	23%	**13%**	-	13%	-	-	-	-	-	13%	*	16%	8%	12%	9%
Mathematics																
Assessment Participant	88%	67%	**87%**	-	87%	-	-	-	-	-	87%	*	84%	92%	88%	90%
Included in Accountability	84%	64%	**78%**	-	78%	-	-	-	-	-	74%	*	79%	76%	79%	81%
Not Included in Accountability: Mobile	4%	3%	**9%**	-	9%	-	-	-	-	-	13%	*	6%	15%	9%	9%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	1%	0%	0%
Not Tested	12%	33%	**13%**	-	13%	-	-	-	-	-	13%	*	16%	8%	12%	10%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**13%**	-	13%	-	-	-	-	-	13%	*	16%	8%	12%	10%
Science																
Assessment Participant	87%	68%	**95%**	-	95%	-	-	-	-	-	100%	*	94%	100%	97%	97%
Included in Accountability	84%	65%	**89%**	-	89%	-	-	-	-	-	89%	*	90%	85%	90%	91%
Not Included in Accountability: Mobile	3%	2%	**7%**	-	7%	-	-	-	-	-	11%	*	3%	15%	7%	6%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	32%	**5%**	-	5%	-	-	-	-	-	0%	*	6%	0%	3%	3%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**5%**	-	5%	-	-	-	-	-	0%	*	6%	0%	3%	3%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**95.6%**	-	95.6%	*	-	-	-	-	96.0%	95.6%	96.0%
2019-20	98.3%	96.9%	**98.2%**	-	98.2%	-	-	-	-	-	97.4%	98.2%	98.4%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**15.2%**	-	15.2%	*	-	-	-	-	19.5%	14.9%	12.9%
2019-20	6.7%	11.1%	**4.3%**	-	4.3%	-	-	-	-	-	11.1%	4.2%	4.3%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2021-22 Graduation Profile (TAPR)

MARIA ALICIA P MUNOZ EL (108902114) - DONNA ISD - HIDALGO COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	701	100.0%	13,060	5,402,928	702	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	2	0.3%	0.2%	0.3%	3	0.4%	0.2%	0.4%
Pre-Kindergarten	43	6.1%	4.3%	4.1%	43	6.1%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	1.0%	0.6%	0	0.0%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	43	6.1%	3.3%	3.5%	43	6.1%	3.3%	3.5%
Kindergarten	89	12.7%	5.8%	6.8%	89	12.7%	5.8%	6.8%
Grade 1	113	16.1%	6.8%	7.1%	113	16.1%	6.8%	7.1%
Grade 2	126	18.0%	7.0%	7.1%	126	17.9%	7.0%	7.1%
Grade 3	110	15.7%	6.6%	7.1%	110	15.7%	6.6%	7.1%
Grade 4	108	15.4%	6.7%	7.1%	108	15.4%	6.7%	7.1%
Grade 5	110	15.7%	7.2%	7.2%	110	15.7%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	701	100.0%	99.7%	52.8%	702	100.0%	99.7%	52.7%
White	0	0.0%	0.2%	26.3%	0	0.0%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	350	49.9%	48.4%	48.9%	351	50.0%	48.4%	48.8%
Male	351	50.1%	51.6%	51.1%	351	50.0%	51.6%	51.2%
Economically Disadvantaged	683	97.4%	94.6%	60.7%	684	97.4%	94.6%	60.6%
Non-Educationally Disadvantaged	18	2.6%	5.4%	39.3%	18	2.6%	5.4%	39.4%
Section 504 Students	21	3.0%	3.6%	7.4%	21	3.0%	3.6%	7.4%
EB Students/EL	520	74.2%	56.1%	21.7%	520	74.1%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	8	1.1%	0.7%	5.0%	8	1.1%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	91	13.0%	7.4%	1.1%	91	13.0%	7.4%	1.1%
Immigrant	16	2.3%	1.5%	2.0%	16	2.3%	1.5%	2.0%
Migrant	32	4.6%	3.7%	0.3%	32	4.6%	3.7%	0.3%
Title I	701	100.0%	100.0%	64.3%	702	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	655	93.4%	82.5%	53.5%	655	93.3%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	534	76.2%	57.0%	21.9%	534	76.1%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	39	5.6%	8.5%	8.0%	39	5.6%	8.5%	8.0%
Special Education	54	7.7%	10.4%	11.6%	54	7.7%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	54							
By Type of Primary Disability Students with Intellectual Disabilities	16	29.6%	59.7%	43.0%				
Students with Physical Disabilities	27	50.0%	13.3%	20.8%				
Students with Autism	0	0.0%	10.1%	14.7%				
Students with Behavioral Disabilities	**	**	15.4%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	91	16.4%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	90	16.2%	12.3%	6.6%				
White	1	0.2%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	7	17.1%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	53	12.9%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	89	16.5%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	109	19.8%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	0.0%	4.7%	2.9%	11.1%	3.8%	4.2%
Grade 2	1.1%	3.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	0.0%	2.0%	1.0%	0.0%	2.0%	1.0%
Grade 4	0.0%	1.7%	0.7%	0.0%	2.7%	0.7%
Grade 5	0.0%	1.1%	0.5%	0.0%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	21.7	18.5	18.7
Grade 1	18.6	18.4	18.7
Grade 2	21.1	17.9	18.6
Grade 3	18.7	18.0	18.7
Grade 4	18.2	17.4	18.8
Grade 5	22.2	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	67.9	100.0%	100.0%	100.0%
Professional Staff:	46.7	68.7%	55.8%	64.1%
Teachers	39.1	57.6%	42.0%	49.3%
Professional Support	5.6	8.2%	11.0%	10.7%
Campus Administration (School Leadership)	2.0	2.9%	1.9%	2.9%
Educational Aides:	21.2	31.3%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	66.9	98.5%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	38.1	97.4%	96.6%	28.9%
White	1.0	2.6%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	8.7	22.1%	35.4%	24.1%
Females	30.4	77.9%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	37.1	94.8%	80.8%	72.6%
Masters	2.0	5.2%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.9%	7.9%
1-5 Years Experience	8.0	20.5%	20.4%	26.7%
6-10 Years Experience	9.0	23.0%	25.8%	20.6%
11-20 Years Experience	18.6	47.5%	34.3%	28.6%
21-30 Years Experience	2.5	6.5%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	1.0	2.6%	3.0%	2.9%
Number of Students per Teacher	17.9	n/a	13.4	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	7.1	6.3
Average Years Experience of Principals with District	1.0	7.1	5.4
Average Years Experience of Assistant Principals	9.0	6.7	5.5
Average Years Experience of Assistant Principals with District	9.0	5.8	4.8
Average Years Experience of Teachers:	12.2	11.5	11.1
Average Years Experience of Teachers with District:	11.1	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$53,500	$51,054
1-5 Years Experience	$55,231	$53,852	$54,577
6-10 Years Experience	$57,138	$56,098	$57,746
11-20 Years Experience	$60,145	$60,197	$61,377
21-30 Years Experience	$65,770	$64,449	$65,949
Over 30 Years Experience	$72,659	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$59,132	$58,223	$58,887
Professional Support	$63,374	$63,600	$69,505
Campus Administration (School Leadership)	$81,571	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	8.4	21.5%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	28.8	73.6%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	1.9	4.9%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: LE NOIR EL

Campus Number: 108902115

2022 Accountability Rating: B

Distinction Designations:

- **Academic Achievement in Mathematics**
- **Top 25 Percent: Comparative Closing the Gaps**
- **Postsecondary Readiness**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**89%**	-	89%	-	-	-	-	-	60%	*	91%	75%	89%	86%
	2021	67%	32%	**36%**	-	36%	-	-	-	-	-	40%	*	40%	*	36%	27%
At Meets Grade Level or Above	2022	51%	29%	**47%**	-	47%	-	-	-	-	-	20%	*	51%	25%	47%	36%
	2021	39%	12%	**10%**	-	10%	-	-	-	-	-	40%	*	11%	*	11%	9%
At Masters Grade Level	2022	30%	13%	**26%**	-	26%	-	-	-	-	-	20%	*	29%	13%	24%	27%
	2021	19%	5%	**5%**	-	5%	-	-	-	-	-	20%	*	6%	*	6%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**74%**	-	74%	-	-	-	-	-	40%	*	76%	63%	73%	64%
	2021	62%	26%	**28%**	-	28%	-	-	-	-	-	60%	*	31%	*	31%	18%
At Meets Grade Level or Above	2022	43%	24%	**38%**	-	38%	-	-	-	-	-	20%	*	42%	13%	36%	50%
	2021	31%	9%	**8%**	-	8%	-	-	-	-	-	40%	*	9%	*	8%	9%
At Masters Grade Level	2022	21%	9%	**21%**	-	21%	-	-	-	-	-	20%	*	22%	13%	18%	32%
	2021	14%	4%	**5%**	-	5%	-	-	-	-	-	20%	*	6%	*	6%	9%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	**73%**	-	73%	-	-	-	-	-	*	-	71%	83%	73%	64%
	2021	63%	36%	**70%**	-	70%	-	-	-	-	-	40%	-	72%	*	68%	*
At Meets Grade Level or Above	2022	54%	32%	**46%**	-	46%	-	-	-	-	-	*	-	42%	67%	48%	45%
	2021	36%	16%	**60%**	-	60%	-	-	-	-	-	20%	-	61%	*	58%	*
At Masters Grade Level	2022	28%	12%	**19%**	-	19%	-	-	-	-	-	*	-	13%	50%	18%	18%
	2021	17%	5%	**30%**	-	30%	-	-	-	-	-	20%	-	33%	*	32%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	**54%**	-	54%	-	-	-	-	-	*	-	55%	50%	61%	55%
	2021	59%	29%	**55%**	-	55%	-	-	-	-	-	17%	-	55%	*	52%	*
At Meets Grade Level or Above	2022	43%	26%	**30%**	-	30%	-	-	-	-	-	*	-	26%	50%	33%	27%
	2021	36%	12%	**45%**	-	45%	-	-	-	-	-	17%	-	45%	*	43%	*
At Masters Grade Level	2022	23%	9%	**16%**	-	16%	-	-	-	-	-	*	-	13%	33%	18%	18%
	2021	21%	5%	**27%**	-	27%	-	-	-	-	-	17%	-	30%	*	29%	*
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	**71%**	-	71%	-	-	-	-	-	56%	-	74%	57%	68%	58%
	2021	73%	51%	**55%**	-	55%	-	-	-	-	-	*	*	53%	59%	56%	50%
At Meets Grade Level or Above	2022	58%	39%	**48%**	-	48%	-	-	-	-	-	44%	-	51%	29%	46%	42%
	2021	46%	21%	**26%**	-	26%	-	-	-	-	-	*	*	27%	24%	24%	20%
At Masters Grade Level	2022	36%	22%	**24%**	-	24%	-	-	-	-	-	22%	-	23%	29%	24%	25%
	2021	30%	11%	**15%**	-	15%	-	-	-	-	-	*	*	17%	12%	16%	10%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**76%**	-	76%	-	-	-	-	-	78%	-	80%	57%	78%	58%
	2021	70%	38%	**30%**	-	30%	-	-	-	-	-	*	*	37%	18%	29%	30%
At Meets Grade Level or Above	2022	48%	38%	**43%**	-	43%	-	-	-	-	-	44%	-	49%	14%	41%	42%
	2021	44%	15%	**15%**	-	15%	-	-	-	-	-	*	*	17%	12%	16%	15%
At Masters Grade Level	2022	25%	17%	**29%**	-	29%	-	-	-	-	-	33%	-	31%	14%	32%	33%
	2021	25%	6%	**6%**	-	6%	-	-	-	-	-	*	*	3%	12%	7%	5%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	**57%**	-	57%	-	-	-	-	-	67%	-	60%	43%	57%	58%
	2021	62%	29%	**33%**	-	33%	-	-	-	-	-	*	*	39%	22%	30%	24%
At Meets Grade Level or Above	2022	38%	23%	**24%**	-	24%	-	-	-	-	-	44%	-	29%	0%	22%	33%
	2021	31%	7%	**9%**	-	9%	-	-	-	-	-	*	*	4%	17%	9%	0%
At Masters Grade Level	2022	18%	9%	**12%**	-	12%	-	-	-	-	-	44%	-	14%	0%	8%	8%
	2021	13%	3%	**7%**	-	7%	-	-	-	-	-	*	*	4%	11%	7%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**72%**	-	72%	-	-	-	-	-	67%	*	74%	61%	72%	66%
	2021	67%	41%	**43%**	-	43%	-	-	-	-	-	38%	0%	46%	31%	42%	32%
At Meets Grade Level or Above	2022	48%	31%	**40%**	-	40%	-	-	-	-	-	40%	*	42%	27%	39%	40%
	2021	41%	19%	**20%**	-	20%	-	-	-	-	-	33%	0%	21%	19%	20%	14%
At Masters Grade Level	2022	23%	12%	**21%**	-	21%	-	-	-	-	-	30%	*	21%	20%	21%	25%
	2021	18%	6%	**11%**	-	11%	-	-	-	-	-	23%	0%	11%	10%	11%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**79%**	-	79%	-	-	-	-	-	65%	*	80%	71%	77%	73%
	2021	68%	43%	**51%**	-	51%	-	-	-	-	-	43%	*	52%	48%	51%	41%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	32%	**47%**	-	47%	-	-	-	-	-	41%	*	49%	38%	47%	40%
	2021	45%	22%	**26%**	-	26%	-	-	-	-	-	36%	*	28%	22%	26%	18%
At Masters Grade Level	2022	25%	11%	**23%**	-	23%	-	-	-	-	-	24%	*	23%	29%	23%	24%
	2021	18%	5%	**14%**	-	14%	-	-	-	-	-	29%	*	16%	9%	15%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**69%**	-	69%	-	-	-	-	-	71%	*	71%	57%	71%	60%
	2021	66%	35%	**34%**	-	34%	-	-	-	-	-	40%	*	39%	17%	34%	26%
At Meets Grade Level or Above	2022	42%	26%	**37%**	-	37%	-	-	-	-	-	35%	*	40%	24%	37%	42%
	2021	37%	11%	**19%**	-	19%	-	-	-	-	-	33%	*	20%	13%	19%	15%
At Masters Grade Level	2022	20%	9%	**22%**	-	22%	-	-	-	-	-	29%	*	23%	19%	23%	29%
	2021	18%	4%	**10%**	-	10%	-	-	-	-	-	20%	*	11%	9%	11%	6%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**57%**	-	57%	-	-	-	-	-	67%	-	60%	43%	57%	58%
	2021	71%	46%	**33%**	-	33%	-	-	-	-	-	*	*	39%	22%	30%	24%
At Meets Grade Level or Above	2022	47%	30%	**24%**	-	24%	-	-	-	-	-	44%	-	29%	0%	22%	33%
	2021	44%	18%	**9%**	-	9%	-	-	-	-	-	*	*	4%	17%	9%	0%
At Masters Grade Level	2022	21%	10%	**12%**	-	12%	-	-	-	-	-	44%	-	14%	0%	8%	8%
	2021	20%	5%	**7%**	-	7%	-	-	-	-	-	*	*	4%	11%	7%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**28%**	-	28%	-	-	-	-	-	20%	*	31%	13%	27%	36%
	2021	24%	6%	**8%**	-	8%	-	-	-	-	-	40%	*	9%	*	8%	9%
Reading and Mathematics Including EOC	2022	36%	17%	**28%**	-	28%	-	-	-	-	-	20%	*	31%	13%	27%	36%
	2021	24%	6%	**8%**	-	8%	-	-	-	-	-	40%	*	9%	*	8%	9%
Reading Including EOC	2022	51%	29%	**47%**	-	47%	-	-	-	-	-	20%	*	51%	25%	47%	36%
	2021	38%	12%	**10%**	-	10%	-	-	-	-	-	40%	*	11%	*	11%	9%
Math Including EOC	2022	43%	24%	**38%**	-	38%	-	-	-	-	-	20%	*	42%	13%	36%	50%
	2021	31%	9%	**8%**	-	8%	-	-	-	-	-	40%	*	9%	*	8%	9%
4th Graders																	
Reading and Mathematics	2022	36%	18%	**24%**	-	24%	-	-	-	-	-	*	-	23%	33%	27%	18%
	2021	26%	8%	**50%**	-	50%	-	-	-	-	-	20%	-	50%	*	47%	*

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	18%	**24%**	-	24%	-	-	-	-	-	*	-	23%	33%	27%	18%
	2021	26%	8%	**50%**	-	50%	-	-	-	-	-	20%	-	50%	*	47%	*
Reading Including EOC	2022	54%	32%	**46%**	-	46%	-	-	-	-	-	*	-	42%	67%	48%	45%
	2021	36%	16%	**60%**	-	60%	-	-	-	-	-	20%	-	61%	*	58%	*
Math Including EOC	2022	43%	26%	**30%**	-	30%	-	-	-	-	-	*	-	26%	50%	33%	27%
	2021	36%	12%	**45%**	-	45%	-	-	-	-	-	17%	-	45%	*	43%	*
5th Graders																	
Reading and Mathematics	2022	41%	26%	**33%**	-	33%	-	-	-	-	-	44%	-	37%	14%	32%	42%
	2021	34%	9%	**9%**	-	9%	-	-	-	-	-	*	*	7%	12%	9%	5%
Reading and Mathematics Including EOC	2022	41%	26%	**33%**	-	33%	-	-	-	-	-	44%	-	37%	14%	32%	42%
	2021	34%	9%	**9%**	-	9%	-	-	-	-	-	*	*	7%	12%	9%	5%
Reading Including EOC	2022	58%	39%	**48%**	-	48%	-	-	-	-	-	44%	-	51%	29%	46%	42%
	2021	46%	21%	**26%**	-	26%	-	-	-	-	-	*	*	27%	24%	24%	20%
Math Including EOC	2022	48%	38%	**43%**	-	43%	-	-	-	-	-	44%	-	49%	14%	41%	42%
	2021	44%	15%	**15%**	-	15%	-	-	-	-	-	*	*	17%	12%	16%	15%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**29%**	-	29%	-	-	-	-	-	35%	*	31%	19%	29%	33%
	2021	26%	7%	**16%**	-	16%	-	-	-	-	-	36%	*	17%	13%	16%	9%
Reading and Mathematics Including EOC	2022	36%	21%	**29%**	-	29%	-	-	-	-	-	35%	*	31%	19%	29%	33%
	2021	28%	8%	**16%**	-	16%	-	-	-	-	-	36%	*	17%	13%	16%	9%
Reading Including EOC	2022	53%	35%	**47%**	-	47%	-	-	-	-	-	41%	*	49%	38%	47%	40%
	2021	41%	18%	**26%**	-	26%	-	-	-	-	-	36%	*	28%	22%	26%	18%
Math Including EOC	2022	43%	30%	**37%**	-	37%	-	-	-	-	-	35%	*	40%	24%	37%	42%
	2021	37%	11%	**19%**	-	19%	-	-	-	-	-	33%	*	20%	13%	19%	15%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
LE NOIR EL (108902115) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	**79**	-	79	-	-	-	-	-	*	-	79	*	77	63
	2019	61	59	**79**	-	81	*	-	-	-	-	*	*	81	75	81	93
Grade 4 Mathematics	2022	74	84	**84**	-	84	-	-	-	-	-	*	-	86	*	86	90
	2019	65	60	**58**	-	59	*	-	-	-	-	*	*	60	53	58	65
Grade 5 ELA/Reading	2022	87	89	**50**	-	50	-	-	-	-	-	*	-	50	*	56	*
	2019	81	74	**76**	-	76	-	-	-	-	-	83	-	77	69	76	69
Grade 5 Mathematics	2022	79	91	**75**	-	75	-	-	-	-	-	*	-	75	*	78	100
	2019	83	82	**88**	-	88	-	-	-	-	-	96	-	88	88	89	83
All Grades Both Subjects	2022	74	79	**75**	-	75	-	-	-	-	-	79	-	76	67	76	81
	2019	69	64	**76**	-	77	*	-	-	-	-	89	*	78	68	76	77
All Grades ELA/Reading	2022	78	80	**68**	-	68	-	-	-	-	-	57	-	69	60	69	64
	2019	68	64	**78**	-	78	*	-	-	-	-	88	*	79	73	79	79
All Grades Mathematics	2022	69	78	**80**	-	80	-	-	-	-	-	100	-	82	71	82	94
	2019	70	65	**75**	-	75	*	-	-	-	-	91	*	77	65	74	75

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
LE NOIR EL (108902115) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**72%**	67%	64%	-	-	73%	-	-	-	-	-	-	75%	66%	-
	2021	67%	41%	**43%**	32%	33%	-	-	17%	-	-	-	-	-	-	48%	32%	33%
At Meets Grade Level or Above	2022	48%	31%	**40%**	40%	36%	-	-	50%	-	-	-	-	-	-	39%	40%	-
	2021	41%	19%	**20%**	14%	15%	-	-	0%	-	-	-	-	-	-	24%	14%	17%
At Masters Grade Level	2022	23%	12%	**21%**	23%	20%	-	-	31%	-	-	-	-	-	-	20%	25%	-
	2021	18%	6%	**11%**	5%	5%	-	-	0%	-	-	-	-	-	-	13%	5%	17%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**79%**	74%	70%	-	-	85%	-	-	-	-	-	-	82%	73%	-
	2021	68%	43%	**51%**	41%	40%	-	-	*	-	-	-	-	-	-	56%	41%	*
At Meets Grade Level or Above	2022	53%	32%	**47%**	40%	40%	-	-	38%	-	-	-	-	-	-	51%	40%	-
	2021	45%	22%	**26%**	19%	20%	-	-	*	-	-	-	-	-	-	31%	19%	*
At Masters Grade Level	2022	25%	11%	**23%**	23%	20%	-	-	31%	-	-	-	-	-	-	23%	24%	-
	2021	18%	5%	**14%**	6%	7%	-	-	*	-	-	-	-	-	-	18%	6%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**69%**	60%	60%	-	-	62%	-	-	-	-	-	-	74%	60%	-
	2021	66%	35%	**34%**	25%	27%	-	-	*	-	-	-	-	-	-	38%	25%	*
At Meets Grade Level or Above	2022	42%	26%	**37%**	42%	33%	-	-	62%	-	-	-	-	-	-	34%	42%	-
	2021	37%	11%	**19%**	13%	13%	-	-	*	-	-	-	-	-	-	20%	13%	*
At Masters Grade Level	2022	20%	9%	**22%**	28%	27%	-	-	31%	-	-	-	-	-	-	18%	29%	-
	2021	18%	4%	**10%**	3%	3%	-	-	*	-	-	-	-	-	-	12%	3%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**57%**	60%	60%	-	-	-	-	-	-	-	-	-	57%	58%	-
	2021	71%	46%	**33%**	26%	29%	-	-	*	-	-	-	-	-	-	40%	26%	*
At Meets Grade Level or Above	2022	47%	30%	**24%**	30%	30%	-	-	-	-	-	-	-	-	-	20%	33%	-
	2021	44%	18%	**9%**	0%	0%	-	-	*	-	-	-	-	-	-	16%	0%	*
At Masters Grade Level	2022	21%	10%	**12%**	0%	0%	-	-	-	-	-	-	-	-	-	13%	8%	-
	2021	20%	5%	**7%**	0%	0%	-	-	*	-	-	-	-	-	-	12%	0%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**75%**	81%	81%	-	-	-	-	-	-	-	-	-	72%	81%	-
	2019	69%	64%	**76%**	76%	76%	-	-	-		-	-	-		-		76%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
LE NOIR EL (108902115) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**68%**	64%	64%	-	-	-	-	-	-	-	-	-	69%	64%	-
	2019	68%	64%	**78%**	82%	82%	-	-	-		-	-	-		-		82%	
All Grades Mathematics	2022	69%	78%	**80%**	94%	94%	-	-	-	-	-	-	-	-	-	74%	94%	-
	2019	70%	65%	**75%**	71%	71%	-	-	-		-	-	-		-		71%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	-	99%	-	-	-	-	-	96%	*	99%	100%	99%	100%
Included in Accountability	93%	91%	**87%**	-	87%	-	-	-	-	-	90%	*	90%	75%	89%	81%
Not Included in Accountability: Mobile	5%	5%	**10%**	-	10%	-	-	-	-	-	0%	*	7%	23%	9%	18%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	-	-	-	-	-	6%	*	1%	2%	1%	1%
Not Tested	1%	1%	**1%**	-	1%	-	-	-	-	-	4%	*	1%	0%	1%	0%
Absent	1%	1%	**1%**	-	1%	-	-	-	-	-	4%	*	1%	0%	1%	0%
Other	0%	0%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	1%	0%
Reading																
Assessment Participant	99%	99%	**99%**	-	99%	-	-	-	-	-	95%	*	98%	100%	98%	100%
Included in Accountability	92%	88%	**87%**	-	87%	-	-	-	-	-	89%	*	91%	72%	89%	82%
Not Included in Accountability: Mobile	5%	5%	**10%**	-	10%	-	-	-	-	-	0%	*	7%	24%	9%	16%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	-	1%	-	-	-	-	-	5%	*	1%	3%	1%	2%
Not Tested	1%	1%	**1%**	-	1%	-	-	-	-	-	5%	*	2%	0%	2%	0%
Absent	1%	1%	**1%**	-	1%	-	-	-	-	-	5%	*	1%	0%	1%	0%
Other	0%	0%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	1%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	-	99%	-	-	-	-	-	95%	*	98%	100%	98%	100%
Included in Accountability	93%	92%	**88%**	-	88%	-	-	-	-	-	89%	*	91%	75%	89%	83%
Not Included in Accountability: Mobile	5%	6%	**10%**	-	10%	-	-	-	-	-	0%	*	7%	25%	9%	17%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	-	-	-	-	-	5%	*	1%	0%	1%	0%
Not Tested	1%	1%	**1%**	-	1%	-	-	-	-	-	5%	*	2%	0%	2%	0%
Absent	1%	1%	**1%**	-	1%	-	-	-	-	-	5%	*	1%	0%	1%	0%
Other	0%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	0%	1%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	92%	**86%**	-	86%	-	-	-	-	-	90%	-	85%	88%	88%	71%
Not Included in Accountability: Mobile	4%	5%	**12%**	-	12%	-	-	-	-	-	0%	-	12%	13%	10%	29%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	-	-	-	-	-	10%	-	2%	0%	2%	0%
Not Tested	2%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**80%**	-	80%	100%	-	-	-	-	81%	75%	80%	81%	80%	88%
Included in Accountability	83%	63%	**70%**	-	72%	0%	-	-	-	-	75%	63%	77%	52%	71%	72%
Not Included in Accountability: Mobile	3%	2%	**8%**	-	5%	100%	-	-	-	-	0%	0%	2%	22%	6%	9%
Not Included in Accountability: Other Exclusions	1%	5%	**3%**	-	3%	0%	-	-	-	-	6%	13%	1%	7%	3%	6%
Not Tested	12%	29%	**20%**	-	20%	0%	-	-	-	-	19%	25%	20%	19%	20%	12%
Absent	2%	1%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	28%	**20%**	-	20%	0%	-	-	-	-	19%	25%	20%	19%	20%	12%
Reading																
Assessment Participant	89%	75%	**84%**	-	83%	*	-	-	-	-	79%	*	82%	87%	84%	96%
Included in Accountability	83%	61%	**69%**	-	72%	*	-	-	-	-	74%	*	78%	49%	71%	69%
Not Included in Accountability: Mobile	3%	2%	**8%**	-	5%	*	-	-	-	-	0%	*	2%	23%	6%	10%
Not Included in Accountability: Other Exclusions	3%	11%	**6%**	-	6%	*	-	-	-	-	5%	*	2%	15%	6%	16%
Not Tested	11%	25%	**16%**	-	17%	*	-	-	-	-	21%	*	18%	13%	16%	4%
Absent	2%	3%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**16%**	-	17%	*	-	-	-	-	21%	*	18%	13%	16%	4%
Mathematics																
Assessment Participant	88%	67%	**81%**	-	81%	*	-	-	-	-	84%	*	83%	78%	81%	85%
Included in Accountability	84%	64%	**72%**	-	74%	*	-	-	-	-	79%	*	81%	51%	74%	74%
Not Included in Accountability: Mobile	4%	3%	**9%**	-	6%	*	-	-	-	-	0%	*	2%	24%	7%	11%
Not Included in Accountability: Other Exclusions	0%	0%	**1%**	-	1%	*	-	-	-	-	5%	*	0%	2%	1%	0%
Not Tested	12%	33%	**19%**	-	19%	*	-	-	-	-	16%	*	17%	22%	19%	15%
Absent	2%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**19%**	-	19%	*	-	-	-	-	16%	*	17%	22%	19%	15%
Science																
Assessment Participant	87%	68%	**91%**	-	90%	*	-	-	-	-	80%	*	88%	95%	90%	96%
Included in Accountability	84%	65%	**85%**	-	88%	*	-	-	-	-	80%	*	88%	82%	86%	91%
Not Included in Accountability: Mobile	3%	2%	**6%**	-	2%	*	-	-	-	-	0%	*	0%	14%	4%	4%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	32%	**9%**	-	10%	*	-	-	-	-	20%	*	13%	5%	10%	4%
Absent	2%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**9%**	-	10%	*	-	-	-	-	20%	*	13%	5%	10%	4%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**96.0%**	-	96.0%	*	-	-	-	-	96.8%	95.8%	96.3%
2019-20	98.3%	96.9%	**97.7%**	*	97.7%	*	-	-	-	-	97.3%	97.7%	97.8%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**16.2%**	-	16.3%	*	-	-	-	-	8.1%	16.4%	18.2%
2019-20	6.7%	11.1%	**6.1%**	*	5.8%	*	-	-	-	-	2.6%	6.7%	4.1%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

2021-22 Graduation Profile (TAPR)

LE NOIR EL (108902115) - DONNA ISD - HIDALGO COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	361	100.0%	13,060	5,402,928	361	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	50	13.9%	4.3%	4.1%	50	13.9%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	17	4.7%	1.0%	0.6%	17	4.7%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	33	9.1%	3.3%	3.5%	33	9.1%	3.3%	3.5%
Kindergarten	61	16.9%	5.8%	6.8%	61	16.9%	5.8%	6.8%
Grade 1	48	13.3%	6.8%	7.1%	48	13.3%	6.8%	7.1%
Grade 2	48	13.3%	7.0%	7.1%	48	13.3%	7.0%	7.1%
Grade 3	60	16.6%	6.6%	7.1%	60	16.6%	6.6%	7.1%
Grade 4	43	11.9%	6.7%	7.1%	43	11.9%	6.7%	7.1%
Grade 5	51	14.1%	7.2%	7.2%	51	14.1%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	1	0.3%	0.0%	12.8%	1	0.3%	0.0%	12.8%
Hispanic	359	99.4%	99.7%	52.8%	359	99.4%	99.7%	52.7%
White	1	0.3%	0.2%	26.3%	1	0.3%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	164	45.4%	48.4%	48.9%	164	45.4%	48.4%	48.8%
Male	197	54.6%	51.6%	51.1%	197	54.6%	51.6%	51.2%
Economically Disadvantaged	311	86.1%	94.6%	60.7%	311	86.1%	94.6%	60.6%
Non-Educationally Disadvantaged	50	13.9%	5.4%	39.3%	50	13.9%	5.4%	39.4%
Section 504 Students	8	2.2%	3.6%	7.4%	8	2.2%	3.6%	7.4%
EB Students/EL	109	30.2%	56.1%	21.7%	109	30.2%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	1	0.3%	0.7%	5.0%	1	0.3%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	6	1.7%	7.4%	1.1%	6	1.7%	7.4%	1.1%
Immigrant	5	1.4%	1.5%	2.0%	5	1.4%	1.5%	2.0%
Migrant	3	0.8%	3.7%	0.3%	3	0.8%	3.7%	0.3%
Title I	361	100.0%	100.0%	64.3%	361	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	273	75.6%	82.5%	53.5%	273	75.6%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	109	30.2%	57.0%	21.9%	109	30.2%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	29	8.0%	8.5%	8.0%	29	8.0%	8.5%	8.0%
Special Education	29	8.0%	10.4%	11.6%	29	8.0%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	29							
By Type of Primary Disability Students with Intellectual Disabilities	16	55.2%	59.7%	43.0%				
Students with Physical Disabilities	*	*	13.3%	20.8%				
Students with Autism	8	27.6%	10.1%	14.7%				
Students with Behavioral Disabilities	*	*	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	81	25.2%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	80	24.8%	12.3%	6.6%				
White	1	0.3%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	7	18.9%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	27	27.0%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	78	25.8%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	116	32.9%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.0%	1.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	3.8%	4.7%	2.9%	0.0%	3.8%	4.2%
Grade 2	0.0%	3.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	2.6%	2.0%	1.0%	0.0%	2.0%	1.0%
Grade 4	0.0%	1.7%	0.7%	0.0%	2.7%	0.7%
Grade 5	0.0%	1.1%	0.5%	16.7%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.3	18.5	18.7
Grade 1	16.0	18.4	18.7
Grade 2	14.4	17.9	18.6
Grade 3	18.5	18.0	18.7
Grade 4	19.5	17.4	18.8
Grade 5	21.9	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

Texas Education Agency

2021-22 Staff Information (TAPR)

LE NOIR EL (108902115) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	46.4	100.0%	100.0%	100.0%
Professional Staff:	30.9	66.7%	55.8%	64.1%
Teachers	26.2	56.5%	42.0%	49.3%
Professional Support	3.7	8.1%	11.0%	10.7%
Campus Administration (School Leadership)	1.0	2.2%	1.9%	2.9%
Educational Aides:	15.5	33.3%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	45.4	97.9%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	26.2	100.0%	96.6%	28.9%
White	0.0	0.0%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	5.0	19.0%	35.4%	24.1%
Females	21.2	81.0%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	1.0	3.8%	1.1%	1.4%
Bachelors	18.5	70.5%	80.8%	72.6%
Masters	6.7	25.7%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	7.6%	6.9%	7.9%
1-5 Years Experience	5.8	22.3%	20.4%	26.7%
6-10 Years Experience	8.8	33.4%	25.8%	20.6%
11-20 Years Experience	5.8	22.3%	34.3%	28.6%
21-30 Years Experience	2.8	10.7%	9.6%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
LE NOIR EL (108902115) - DONNA ISD - HIDALGO COUNTY

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	1.0	3.7%	3.0%	2.9%
Number of Students per Teacher	13.8	n/a	13.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	7.1	6.3
Average Years Experience of Principals with District	10.0	7.1	5.4
Average Years Experience of Assistant Principals	0.0	6.7	5.5
Average Years Experience of Assistant Principals with District	0.0	5.8	4.8
Average Years Experience of Teachers:	10.5	11.5	11.1
Average Years Experience of Teachers with District:	9.6	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$55,217	$53,500	$51,054
1-5 Years Experience	$48,839	$53,852	$54,577
6-10 Years Experience	$52,376	$56,098	$57,746
11-20 Years Experience	$61,396	$60,197	$61,377
21-30 Years Experience	$49,759	$64,449	$65,949
Over 30 Years Experience	$71,945	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$54,262	$58,223	$58,887
Professional Support	$68,354	$63,600	$69,505
Campus Administration (School Leadership)	$89,184	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	2.9	11.1%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	21.2	81.0%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	2.1	7.9%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

\- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: DANIEL SINGLETERRY SR

Campus Number: 108902116

2022 Accountability Rating: B

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**38%**	-	38%	-	-	-	-	-	*	*	39%	33%	38%	39%
	2021	67%	32%	**13%**	-	13%	-	-	-	-	-	*	-	10%	25%	11%	7%
At Meets Grade Level or Above	2022	51%	29%	**5%**	-	5%	-	-	-	-	-	*	*	6%	0%	5%	5%
	2021	39%	12%	**6%**	-	6%	-	-	-	-	-	*	-	5%	8%	4%	4%
At Masters Grade Level	2022	30%	13%	**2%**	-	2%	-	-	-	-	-	*	*	2%	0%	2%	0%
	2021	19%	5%	**3%**	-	3%	-	-	-	-	-	*	-	2%	8%	3%	2%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**34%**	-	34%	-	-	-	-	-	*	*	37%	22%	34%	34%
	2021	62%	26%	**10%**	-	10%	-	-	-	-	-	*	-	10%	8%	9%	9%
At Meets Grade Level or Above	2022	43%	24%	**12%**	-	12%	-	-	-	-	-	*	*	14%	0%	12%	12%
	2021	31%	9%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
At Masters Grade Level	2022	21%	9%	**5%**	-	5%	-	-	-	-	-	*	*	6%	0%	5%	2%
	2021	14%	4%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	**43%**	-	43%	-	-	-	-	-	*	-	43%	42%	42%	34%
	2021	63%	36%	**24%**	-	24%	-	-	-	-	-	*	-	24%	25%	22%	20%
At Meets Grade Level or Above	2022	54%	32%	**23%**	-	23%	-	-	-	-	-	*	-	18%	37%	22%	17%
	2021	36%	16%	**11%**	-	11%	-	-	-	-	-	*	-	14%	4%	8%	7%
At Masters Grade Level	2022	28%	12%	**9%**	-	9%	-	-	-	-	-	*	-	7%	16%	8%	7%
	2021	17%	5%	**3%**	-	3%	-	-	-	-	-	*	-	4%	0%	1%	2%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	**37%**	-	37%	-	-	-	-	-	*	-	39%	32%	37%	34%
	2021	59%	29%	**29%**	-	29%	-	-	-	-	-	*	-	35%	16%	27%	25%
At Meets Grade Level or Above	2022	43%	26%	**11%**	-	11%	-	-	-	-	-	*	-	11%	11%	10%	8%
	2021	36%	12%	**7%**	-	7%	-	-	-	-	-	*	-	4%	12%	7%	7%
At Masters Grade Level	2022	23%	9%	**4%**	-	4%	-	-	-	-	-	*	-	4%	5%	3%	0%
	2021	21%	5%	**1%**	-	1%	-	-	-	-	-	*	-	2%	0%	1%	2%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	**61%**	-	61%	-	-	-	-	-	*	-	69%	31%	59%	59%
	2021	73%	51%	**39%**	-	39%	-	-	-	-	-	17%	-	40%	36%	39%	36%
At Meets Grade Level or Above	2022	58%	39%	**36%**	-	36%	-	-	-	-	-	*	-	43%	13%	33%	33%
	2021	46%	21%	**14%**	-	14%	-	-	-	-	-	0%	-	14%	18%	14%	13%
At Masters Grade Level	2022	36%	22%	**18%**	-	18%	-	-	-	-	-	*	-	21%	6%	15%	13%
	2021	30%	11%	**8%**	-	8%	-	-	-	-	-	0%	-	9%	0%	8%	9%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**71%**	-	71%	-	-	-	-	-	*	-	79%	44%	70%	72%
	2021	70%	38%	**45%**	-	45%	-	-	-	-	-	50%	-	43%	55%	45%	46%
At Meets Grade Level or Above	2022	48%	38%	**39%**	-	39%	-	-	-	-	-	*	-	44%	19%	37%	35%
	2021	44%	15%	**17%**	-	17%	-	-	-	-	-	17%	-	18%	9%	17%	18%
At Masters Grade Level	2022	25%	17%	**19%**	-	19%	-	-	-	-	-	*	-	21%	13%	19%	17%
	2021	25%	6%	**5%**	-	5%	-	-	-	-	-	17%	-	6%	0%	5%	6%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	**52%**	-	52%	-	-	-	-	-	*	-	57%	31%	49%	48%
	2021	62%	29%	**26%**	-	26%	-	-	-	-	-	17%	-	26%	27%	26%	25%
At Meets Grade Level or Above	2022	38%	23%	**22%**	-	22%	-	-	-	-	-	*	-	25%	13%	19%	20%
	2021	31%	7%	**4%**	-	4%	-	-	-	-	-	17%	-	5%	0%	4%	4%
At Masters Grade Level	2022	18%	9%	**12%**	-	12%	-	-	-	-	-	*	-	11%	13%	10%	9%
	2021	13%	3%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**49%**	-	49%	-	-	-	-	-	32%	*	53%	35%	48%	46%
	2021	67%	41%	**26%**	-	26%	-	-	-	-	-	25%	-	27%	24%	25%	24%
At Meets Grade Level or Above	2022	48%	31%	**22%**	-	22%	-	-	-	-	-	18%	*	24%	15%	20%	19%
	2021	41%	19%	**8%**	-	8%	-	-	-	-	-	11%	-	9%	7%	8%	8%
At Masters Grade Level	2022	23%	12%	**10%**	-	10%	-	-	-	-	-	14%	*	11%	9%	9%	7%
	2021	18%	6%	**2%**	-	2%	-	-	-	-	-	4%	-	3%	1%	2%	3%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**48%**	-	48%	-	-	-	-	-	22%	*	51%	36%	47%	44%
	2021	68%	43%	**26%**	-	26%	-	-	-	-	-	20%	-	25%	28%	25%	22%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	32%	**23%**	-	23%	-	-	-	-	-	22%	*	23%	20%	21%	19%
	2021	45%	22%	**10%**	-	10%	-	-	-	-	-	10%	-	11%	9%	9%	8%
At Masters Grade Level	2022	25%	11%	**10%**	-	10%	-	-	-	-	-	22%	*	11%	9%	9%	7%
	2021	18%	5%	**4%**	-	4%	-	-	-	-	-	0%	-	5%	2%	4%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**49%**	-	49%	-	-	-	-	-	33%	*	53%	34%	48%	47%
	2021	66%	35%	**28%**	-	28%	-	-	-	-	-	30%	-	30%	23%	27%	28%
At Meets Grade Level or Above	2022	42%	26%	**21%**	-	21%	-	-	-	-	-	11%	*	24%	11%	20%	19%
	2021	37%	11%	**8%**	-	8%	-	-	-	-	-	10%	-	8%	8%	8%	9%
At Masters Grade Level	2022	20%	9%	**10%**	-	10%	-	-	-	-	-	11%	*	11%	7%	9%	6%
	2021	18%	4%	**2%**	-	2%	-	-	-	-	-	10%	-	3%	0%	2%	3%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**52%**	-	52%	-	-	-	-	-	*	-	57%	31%	49%	48%
	2021	71%	46%	**26%**	-	26%	-	-	-	-	-	17%	-	26%	27%	26%	25%
At Meets Grade Level or Above	2022	47%	30%	**22%**	-	22%	-	-	-	-	-	*	-	25%	13%	19%	20%
	2021	44%	18%	**4%**	-	4%	-	-	-	-	-	17%	-	5%	0%	4%	4%
At Masters Grade Level	2022	21%	10%	**12%**	-	12%	-	-	-	-	-	*	-	11%	13%	10%	9%
	2021	20%	5%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**2%**	-	2%	-	-	-	-	-	*	*	2%	0%	2%	0%
	2021	24%	6%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Reading and Mathematics Including EOC	2022	36%	17%	**2%**	-	2%	-	-	-	-	-	*	*	2%	0%	2%	0%
	2021	24%	6%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Reading Including EOC	2022	51%	29%	**5%**	-	5%	-	-	-	-	-	*	*	6%	0%	5%	5%
	2021	38%	12%	**6%**	-	6%	-	-	-	-	-	*	-	5%	8%	4%	4%
Math Including EOC	2022	43%	24%	**12%**	-	12%	-	-	-	-	-	*	*	14%	0%	12%	12%
	2021	31%	9%	**0%**	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
4th Graders																	
Reading and Mathematics	2022	36%	18%	**8%**	-	8%	-	-	-	-	-	*	-	7%	11%	7%	5%
	2021	26%	8%	**4%**	-	4%	-	-	-	-	-	*	-	4%	4%	4%	4%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	18%	**8%**	-	8%	-	-	-	-	-	*	-	7%	11%	7%	5%
	2021	26%	8%	**4%**	-	4%	-	-	-	-	-	*	-	4%	4%	4%	4%
Reading Including EOC	2022	54%	32%	**23%**	-	23%	-	-	-	-	-	*	-	18%	37%	22%	17%
	2021	36%	16%	**11%**	-	11%	-	-	-	-	-	*	-	14%	4%	8%	7%
Math Including EOC	2022	43%	26%	**11%**	-	11%	-	-	-	-	-	*	-	11%	11%	10%	8%
	2021	36%	12%	**7%**	-	7%	-	-	-	-	-	*	-	4%	12%	7%	7%
5th Graders																	
Reading and Mathematics	2022	41%	26%	**21%**	-	21%	-	-	-	-	-	*	-	25%	6%	18%	19%
	2021	34%	9%	**5%**	-	5%	-	-	-	-	-	0%	-	6%	0%	5%	4%
Reading and Mathematics Including EOC	2022	41%	26%	**21%**	-	21%	-	-	-	-	-	*	-	25%	6%	18%	19%
	2021	34%	9%	**5%**	-	5%	-	-	-	-	-	0%	-	6%	0%	5%	4%
Reading Including EOC	2022	58%	39%	**36%**	-	36%	-	-	-	-	-	*	-	43%	13%	33%	33%
	2021	46%	21%	**14%**	-	14%	-	-	-	-	-	0%	-	14%	18%	14%	13%
Math Including EOC	2022	48%	38%	**39%**	-	39%	-	-	-	-	-	*	-	44%	19%	37%	35%
	2021	44%	15%	**17%**	-	17%	-	-	-	-	-	17%	-	18%	9%	17%	18%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**11%**	-	11%	-	-	-	-	-	11%	*	12%	7%	9%	8%
	2021	26%	7%	**3%**	-	3%	-	-	-	-	-	0%	-	3%	2%	3%	3%
Reading and Mathematics Including EOC	2022	36%	21%	**11%**	-	11%	-	-	-	-	-	11%	*	12%	7%	9%	8%
	2021	28%	8%	**3%**	-	3%	-	-	-	-	-	0%	-	3%	2%	3%	3%
Reading Including EOC	2022	53%	35%	**23%**	-	23%	-	-	-	-	-	22%	*	23%	20%	21%	19%
	2021	41%	18%	**10%**	-	10%	-	-	-	-	-	10%	-	11%	9%	9%	8%
Math Including EOC	2022	43%	30%	**21%**	-	21%	-	-	-	-	-	11%	*	24%	11%	20%	19%
	2021	37%	11%	**8%**	-	8%	-	-	-	-	-	10%	-	8%	8%	8%	9%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
DANIEL SINGLETERRY SR (108902116) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	**70**	-	70	-	-	-	-	-	-	-	72	65	70	64
	2019	61	59	**61**	-	61	-	-	-	-	-	83	-	65	47	61	61
Grade 4 Mathematics	2022	74	84	**77**	-	77	-	-	-	-	-	*	-	78	74	76	75
	2019	65	60	**62**	-	62	-	-	-	-	-	67	-	65	53	63	66
Grade 5 ELA/Reading	2022	87	89	**88**	-	88	-	-	-	-	-	*	-	93	64	87	82
	2019	81	74	**75**	-	75	-	-	-	-	-	67	*	73	80	76	74
Grade 5 Mathematics	2022	79	91	**97**	-	97	-	-	-	-	-	*	-	98	93	97	98
	2019	83	82	**82**	-	82	-	-	-	-	-	100	*	82	82	81	79
All Grades Both Subjects	2022	74	79	**83**	-	83	-	-	-	-	-	*	-	86	73	82	79
	2019	69	64	**71**	-	71	-	-	-	-	-	81	67	72	69	71	71
All Grades ELA/Reading	2022	78	80	**79**	-	79	-	-	-	-	-	*	-	83	65	78	73
	2019	68	64	**69**	-	69	-	-	-	-	-	73	*	69	68	69	69
All Grades Mathematics	2022	69	78	**87**	-	87	-	-	-	-	-	*	-	89	82	87	86
	2019	70	65	**73**	-	73	-	-	-	-	-	88	*	74	71	73	74

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DANIEL SINGLETERRY SR (108902116) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**49%**	45%	45%	-	-	-	-	-	-	-	-	*	57%	45%	100%
	2021	67%	41%	**26%**	22%	32%	-	-	14%	-	-	-	-	-	-	35%	22%	93%
At Meets Grade Level or Above	2022	48%	31%	**22%**	19%	19%	-	-	-	-	-	-	-	-	*	30%	19%	67%
	2021	41%	19%	**8%**	7%	11%	-	-	4%	-	-	-	-	-	-	11%	7%	27%
At Masters Grade Level	2022	23%	12%	**10%**	7%	7%	-	-	-	-	-	-	-	-	*	19%	7%	33%
	2021	18%	6%	**2%**	2%	4%	-	-	1%	-	-	-	-	-	-	2%	2%	13%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**48%**	43%	43%	-	-	-	-	-	-	-	-	*	59%	43%	*
	2021	68%	43%	**26%**	20%	31%	-	-	13%	-	-	-	-	-	-	40%	20%	80%
At Meets Grade Level or Above	2022	53%	32%	**23%**	19%	19%	-	-	-	-	-	-	-	-	*	32%	18%	*
	2021	45%	22%	**10%**	8%	10%	-	-	6%	-	-	-	-	-	-	18%	8%	40%
At Masters Grade Level	2022	25%	11%	**10%**	7%	7%	-	-	-	-	-	-	-	-	*	20%	7%	*
	2021	18%	5%	**4%**	4%	7%	-	-	2%	-	-	-	-	-	-	4%	4%	20%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**49%**	47%	47%	-	-	-	-	-	-	-	-	*	54%	47%	*
	2021	66%	35%	**28%**	26%	41%	-	-	16%	-	-	-	-	-	-	29%	26%	100%
At Meets Grade Level or Above	2022	42%	26%	**21%**	18%	18%	-	-	-	-	-	-	-	-	*	29%	18%	*
	2021	37%	11%	**8%**	8%	16%	-	-	3%	-	-	-	-	-	-	4%	8%	40%
At Masters Grade Level	2022	20%	9%	**10%**	6%	6%	-	-	-	-	-	-	-	-	*	20%	6%	*
	2021	18%	4%	**2%**	2%	4%	-	-	1%	-	-	-	-	-	-	0%	2%	20%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**52%**	46%	46%	-	-	-	-	-	-	-	-	-	61%	46%	*
	2021	71%	46%	**26%**	22%	22%	-	-	-	-	-	-	-	-	-	33%	22%	*
At Meets Grade Level or Above	2022	47%	30%	**22%**	21%	21%	-	-	-	-	-	-	-	-	-	26%	21%	*
	2021	44%	18%	**4%**	5%	5%	-	-	-	-	-	-	-	-	-	0%	5%	*
At Masters Grade Level	2022	21%	10%	**12%**	10%	10%	-	-	-	-	-	-	-	-	-	17%	10%	*
	2021	20%	5%	**0%**	0%	0%	-	-	-	-	-	-	-	-	-	0%	0%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**83%**	79%	79%	-	-	-	-	-	-	-	-	*	94%	79%	*
	2019	69%	64%	**71%**	69%	69%	-	-	-		-	-	-		-		69%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DANIEL SINGLETERRY SR (108902116) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**79%**	73%	73%	-	-	-	-	-	-	-	-	*	97%	72%	*
	2019	68%	64%	**69%**	64%	64%	-	-	-		-	-	-		-		64%	
All Grades Mathematics	2022	69%	78%	**87%**	85%	85%	-	-	-	-	-	-	-	-	*	92%	86%	*
	2019	70%	65%	**73%**	75%	75%	-	-	-		-	-	-		-		75%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	91%	**88%**	-	88%	-	-	-	-	-	76%	*	97%	67%	88%	87%
Not Included in Accountability: Mobile	5%	5%	**11%**	-	11%	-	-	-	-	-	24%	*	3%	32%	12%	12%
Not Included in Accountability: Other Exclusions	1%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	1%	0%	0%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	88%	**88%**	-	88%	-	-	-	-	-	75%	*	97%	67%	88%	88%
Not Included in Accountability: Mobile	5%	5%	**11%**	-	11%	-	-	-	-	-	25%	*	3%	32%	12%	12%
Not Included in Accountability: Other Exclusions	2%	5%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	2%	0%	1%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**88%**	-	88%	-	-	-	-	-	75%	*	97%	67%	88%	88%
Not Included in Accountability: Mobile	5%	6%	**11%**	-	11%	-	-	-	-	-	25%	*	3%	32%	12%	12%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	2%	0%	1%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	93%	92%	**89%**	-	89%	-	-	-	-	-	80%	-	97%	67%	88%	87%
Not Included in Accountability: Mobile	4%	5%	**11%**	-	11%	-	-	-	-	-	20%	-	3%	33%	12%	13%
Not Included in Accountability: Other Exclusions	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	2%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**96%**	-	96%	-	-	*	-	-	86%	-	96%	97%	96%	96%
Included in Accountability	83%	63%	**89%**	-	90%	-	-	*	-	-	80%	-	95%	73%	89%	90%
Not Included in Accountability: Mobile	3%	2%	**6%**	-	6%	-	-	*	-	-	0%	-	0%	20%	6%	5%
Not Included in Accountability: Other Exclusions	1%	5%	**1%**	-	1%	-	-	*	-	-	6%	-	0%	3%	1%	1%
Not Tested	12%	29%	**4%**	-	4%	-	-	*	-	-	14%	-	4%	3%	4%	4%
Absent	2%	1%	**0%**	-	0%	-	-	*	-	-	0%	-	0%	0%	0%	0%
Other	10%	28%	**4%**	-	4%	-	-	*	-	-	14%	-	4%	3%	4%	4%
Reading																
Assessment Participant	89%	75%	**96%**	-	96%	-	-	*	-	-	86%	-	96%	97%	96%	96%
Included in Accountability	83%	61%	**87%**	-	88%	-	-	*	-	-	71%	-	95%	68%	87%	88%
Not Included in Accountability: Mobile	3%	2%	**6%**	-	6%	-	-	*	-	-	0%	-	1%	22%	6%	5%
Not Included in Accountability: Other Exclusions	3%	11%	**2%**	-	2%	-	-	*	-	-	14%	-	1%	7%	2%	3%
Not Tested	11%	25%	**4%**	-	4%	-	-	*	-	-	14%	-	4%	3%	4%	4%
Absent	2%	3%	**0%**	-	0%	-	-	*	-	-	0%	-	0%	0%	0%	0%
Other	10%	23%	**4%**	-	4%	-	-	*	-	-	14%	-	4%	3%	4%	4%
Mathematics																
Assessment Participant	88%	67%	**95%**	-	96%	-	-	*	-	-	77%	-	95%	95%	95%	95%
Included in Accountability	84%	64%	**89%**	-	89%	-	-	*	-	-	77%	-	95%	73%	89%	90%
Not Included in Accountability: Mobile	4%	3%	**6%**	-	6%	-	-	*	-	-	0%	-	1%	23%	6%	6%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	*	-	-	0%	-	0%	0%	0%	0%
Not Tested	12%	33%	**5%**	-	4%	-	-	*	-	-	23%	-	5%	5%	5%	5%
Absent	2%	0%	**0%**	-	0%	-	-	*	-	-	0%	-	0%	0%	0%	0%
Other	10%	32%	**5%**	-	4%	-	-	*	-	-	23%	-	5%	5%	5%	5%
Science																
Assessment Participant	87%	68%	**95%**	-	95%	-	-	-	-	-	100%	-	96%	93%	95%	94%
Included in Accountability	84%	65%	**93%**	-	93%	-	-	-	-	-	100%	-	96%	79%	93%	93%
Not Included in Accountability: Mobile	3%	2%	**2%**	-	2%	-	-	-	-	-	0%	-	0%	14%	2%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	13%	32%	**5%**	-	5%	-	-	-	-	-	0%	-	4%	7%	5%	6%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	10%	32%	**5%**	-	5%	-	-	-	-	-	0%	-	4%	7%	5%	6%

* Indicates results are masked due to small numbers to protect student confidentiality.
\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**96.4%**	-	96.4%	*	-	*	-	-	95.4%	96.4%	96.9%
2019-20	98.3%	96.9%	**98.4%**	*	98.4%	*	-	-	-	-	96.4%	98.4%	98.5%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**11.7%**	-	11.5%	*	-	*	-	-	19.4%	11.5%	10.3%
2019-20	6.7%	11.1%	**2.7%**	*	2.7%	*	-	-	-	-	16.7%	2.8%	2.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	505	100.0%	13,060	5,402,928	505	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	8	1.6%	0.2%	0.3%	8	1.6%	0.2%	0.4%
Pre-Kindergarten	49	9.7%	4.3%	4.1%	49	9.7%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	9	1.8%	1.0%	0.6%	9	1.8%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	40	7.9%	3.3%	3.5%	40	7.9%	3.3%	3.5%
Kindergarten	61	12.1%	5.8%	6.8%	61	12.1%	5.8%	6.8%
Grade 1	92	18.2%	6.8%	7.1%	92	18.2%	6.8%	7.1%
Grade 2	70	13.9%	7.0%	7.1%	70	13.9%	7.0%	7.1%
Grade 3	62	12.3%	6.6%	7.1%	62	12.3%	6.6%	7.1%
Grade 4	82	16.2%	6.7%	7.1%	82	16.2%	6.7%	7.1%
Grade 5	81	16.0%	7.2%	7.2%	81	16.0%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	505	100.0%	99.7%	52.8%	505	100.0%	99.7%	52.7%
White	0	0.0%	0.2%	26.3%	0	0.0%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	239	47.3%	48.4%	48.9%	239	47.3%	48.4%	48.8%
Male	266	52.7%	51.6%	51.1%	266	52.7%	51.6%	51.2%
Economically Disadvantaged	496	98.2%	94.6%	60.7%	496	98.2%	94.6%	60.6%
Non-Educationally Disadvantaged	9	1.8%	5.4%	39.3%	9	1.8%	5.4%	39.4%
Section 504 Students	9	1.8%	3.6%	7.4%	9	1.8%	3.6%	7.4%
EB Students/EL	370	73.3%	56.1%	21.7%	370	73.3%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	1	0.2%	0.7%	5.0%	1	0.2%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	81	16.0%	7.4%	1.1%	81	16.0%	7.4%	1.1%
Immigrant	10	2.0%	1.5%	2.0%	10	2.0%	1.5%	2.0%
Migrant	16	3.2%	3.7%	0.3%	16	3.2%	3.7%	0.3%
Title I	505	100.0%	100.0%	64.3%	505	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	476	94.3%	82.5%	53.5%	476	94.3%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	381	75.4%	57.0%	21.9%	381	75.4%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	23	4.6%	8.5%	8.0%	23	4.6%	8.5%	8.0%
Special Education	29	5.7%	10.4%	11.6%	29	5.7%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	29							
By Type of Primary Disability Students with Intellectual Disabilities	6	20.7%	59.7%	43.0%				
Students with Physical Disabilities	10	34.5%	13.3%	20.8%				
Students with Autism	*	*	10.1%	14.7%				
Students with Behavioral Disabilities	*	*	15.4%	20.0%				
Students with Non-Categorical Early Childhood	8	27.6%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	72	16.6%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	70	16.1%	12.3%	6.6%				
White	1	0.2%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	11	33.3%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	53	15.8%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	72	16.9%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	103	22.9%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.7%	1.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	5.9%	4.7%	2.9%	0.0%	3.8%	4.2%
Grade 2	4.8%	3.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	0.0%	2.0%	1.0%	0.0%	2.0%	1.0%
Grade 4	0.0%	1.7%	0.7%	0.0%	2.7%	0.7%
Grade 5	0.0%	1.1%	0.5%	0.0%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	13.7	18.5	18.7
Grade 1	22.6	18.4	18.7
Grade 2	16.9	17.9	18.6
Grade 3	16.6	18.0	18.7
Grade 4	17.3	17.4	18.8
Grade 5	19.6	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	51.5	100.0%	100.0%	100.0%
Professional Staff:	34.9	67.7%	55.8%	64.1%
Teachers	29.2	56.6%	42.0%	49.3%
Professional Support	4.7	9.2%	11.0%	10.7%
Campus Administration (School Leadership)	1.0	1.9%	1.9%	2.9%
Educational Aides:	16.6	32.3%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	49.5	96.1%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	28.2	96.6%	96.6%	28.9%
White	1.0	3.4%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	5.6	19.3%	35.4%	24.1%
Females	23.5	80.7%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	20.3	69.7%	80.8%	72.6%
Masters	8.8	30.3%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.4%	6.9%	7.9%
1-5 Years Experience	5.6	19.2%	20.4%	26.7%
6-10 Years Experience	4.8	16.5%	25.8%	20.6%
11-20 Years Experience	12.8	43.9%	34.3%	28.6%
21-30 Years Experience	3.0	10.2%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	2.0	6.9%	3.0%	2.9%
Number of Students per Teacher	17.3	n/a	13.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	7.1	6.3
Average Years Experience of Principals with District	12.0	7.1	5.4
Average Years Experience of Assistant Principals	0.0	6.7	5.5
Average Years Experience of Assistant Principals with District	0.0	5.8	4.8
Average Years Experience of Teachers:	14.4	11.5	11.1
Average Years Experience of Teachers with District:	10.1	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,500	$53,500	$51,054
1-5 Years Experience	$55,335	$53,852	$54,577
6-10 Years Experience	$56,822	$56,098	$57,746
11-20 Years Experience	$60,755	$60,197	$61,377
21-30 Years Experience	$65,294	$64,449	$65,949
Over 30 Years Experience	$70,099	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$59,921	$58,223	$58,887
Professional Support	$63,541	$63,600	$69,505
Campus Administration (School Leadership)	$90,605	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	6.8	23.3%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	20.1	68.8%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	2.3	7.9%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: ELOY GARZA SALAZAR EL

Campus Number: 108902117

2022 Accountability Rating: B

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**52%**	-	52%	-	-	-	-	-	*	*	54%	44%	48%	46%
	2021	67%	32%	**22%**	-	22%	-	-	-	-	-	29%	-	20%	*	22%	15%
At Meets Grade Level or Above	2022	51%	29%	**29%**	-	29%	-	-	-	-	-	*	*	33%	11%	23%	23%
	2021	39%	12%	**17%**	-	17%	-	-	-	-	-	29%	-	20%	*	17%	15%
At Masters Grade Level	2022	30%	13%	**10%**	-	10%	-	-	-	-	-	*	*	10%	11%	7%	8%
	2021	19%	5%	**9%**	-	9%	-	-	-	-	-	14%	-	10%	*	9%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**55%**	-	55%	-	-	-	-	-	*	*	58%	44%	51%	46%
	2021	62%	26%	**33%**	-	33%	-	-	-	-	-	50%	-	27%	*	33%	20%
At Meets Grade Level or Above	2022	43%	24%	**24%**	-	24%	-	-	-	-	-	*	*	25%	22%	20%	15%
	2021	31%	9%	**11%**	-	11%	-	-	-	-	-	33%	-	13%	*	11%	0%
At Masters Grade Level	2022	21%	9%	**12%**	-	12%	-	-	-	-	-	*	*	13%	11%	9%	4%
	2021	14%	4%	**6%**	-	6%	-	-	-	-	-	17%	-	7%	*	6%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	**70%**	-	70%	-	-	-	-	-	50%	*	70%	67%	69%	68%
	2021	63%	36%	**28%**	-	28%	-	-	-	-	-	*	-	36%	0%	24%	15%
At Meets Grade Level or Above	2022	54%	32%	**36%**	-	36%	-	-	-	-	-	40%	*	36%	33%	35%	29%
	2021	36%	16%	**19%**	-	19%	-	-	-	-	-	*	-	24%	0%	14%	5%
At Masters Grade Level	2022	28%	12%	**7%**	-	7%	-	-	-	-	-	10%	*	9%	0%	6%	7%
	2021	17%	5%	**9%**	-	9%	-	-	-	-	-	*	-	12%	0%	7%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	**48%**	-	48%	-	-	-	-	-	50%	*	45%	58%	48%	46%
	2021	59%	29%	**24%**	-	24%	-	-	-	-	-	*	-	28%	14%	23%	7%
At Meets Grade Level or Above	2022	43%	26%	**18%**	-	18%	-	-	-	-	-	30%	*	16%	25%	15%	7%
	2021	36%	12%	**16%**	-	16%	-	-	-	-	-	*	-	22%	0%	14%	7%
At Masters Grade Level	2022	23%	9%	**4%**	-	4%	-	-	-	-	-	0%	*	5%	0%	4%	4%
	2021	21%	5%	**8%**	-	8%	-	-	-	-	-	*	-	11%	0%	5%	7%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	**70%**	-	70%	-	-	-	-	-	33%	*	69%	78%	67%	65%
	2021	73%	51%	**53%**	-	53%	-	-	-	-	-	33%	-	60%	*	53%	46%
At Meets Grade Level or Above	2022	58%	39%	**44%**	-	44%	-	-	-	-	-	33%	*	46%	33%	38%	26%
	2021	46%	21%	**37%**	-	37%	-	-	-	-	-	33%	-	40%	*	37%	38%
At Masters Grade Level	2022	36%	22%	**19%**	-	19%	-	-	-	-	-	11%	*	20%	11%	12%	6%
	2021	30%	11%	**21%**	-	21%	-	-	-	-	-	17%	-	20%	*	21%	15%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**59%**	-	59%	-	-	-	-	-	33%	*	62%	33%	55%	50%
	2021	70%	38%	**42%**	-	42%	-	-	-	-	-	33%	-	47%	*	42%	31%
At Meets Grade Level or Above	2022	48%	38%	**27%**	-	27%	-	-	-	-	-	22%	*	30%	11%	25%	15%
	2021	44%	15%	**16%**	-	16%	-	-	-	-	-	33%	-	13%	*	16%	15%
At Masters Grade Level	2022	25%	17%	**10%**	-	10%	-	-	-	-	-	11%	*	11%	0%	5%	3%
	2021	25%	6%	**5%**	-	5%	-	-	-	-	-	17%	-	7%	*	5%	8%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	**57%**	-	57%	-	-	-	-	-	56%	*	56%	67%	52%	53%
	2021	62%	29%	**35%**	-	35%	-	-	-	-	-	29%	-	42%	20%	35%	33%
At Meets Grade Level or Above	2022	38%	23%	**27%**	-	27%	-	-	-	-	-	33%	*	26%	33%	25%	21%
	2021	31%	7%	**12%**	-	12%	-	-	-	-	-	29%	-	8%	20%	12%	8%
At Masters Grade Level	2022	18%	9%	**10%**	-	10%	-	-	-	-	-	11%	*	11%	0%	5%	3%
	2021	13%	3%	**6%**	-	6%	-	-	-	-	-	14%	-	0%	20%	6%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**59%**	-	59%	-	-	-	-	-	44%	43%	60%	57%	56%	54%
	2021	67%	41%	**31%**	-	31%	-	-	-	-	-	40%	*	35%	18%	30%	22%
At Meets Grade Level or Above	2022	48%	31%	**30%**	-	30%	-	-	-	-	-	33%	0%	31%	25%	26%	20%
	2021	41%	19%	**17%**	-	17%	-	-	-	-	-	37%	*	19%	8%	15%	11%
At Masters Grade Level	2022	23%	12%	**11%**	-	11%	-	-	-	-	-	9%	0%	12%	4%	7%	5%
	2021	18%	6%	**8%**	-	8%	-	-	-	-	-	16%	*	9%	5%	7%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**65%**	-	65%	-	-	-	-	-	39%	*	65%	63%	62%	60%
	2021	68%	43%	**32%**	-	32%	-	-	-	-	-	38%	-	37%	14%	31%	24%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	32%	**37%**	-	37%	-	-	-	-	-	35%	*	40%	27%	33%	26%
	2021	45%	22%	**23%**	-	23%	-	-	-	-	-	38%	-	27%	7%	21%	17%
At Masters Grade Level	2022	25%	11%	**13%**	-	13%	-	-	-	-	-	9%	*	14%	7%	8%	7%
	2021	18%	5%	**12%**	-	12%	-	-	-	-	-	13%	-	13%	7%	11%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**54%**	-	54%	-	-	-	-	-	43%	*	56%	47%	52%	48%
	2021	66%	35%	**32%**	-	32%	-	-	-	-	-	47%	-	33%	29%	32%	19%
At Meets Grade Level or Above	2022	42%	26%	**23%**	-	23%	-	-	-	-	-	30%	*	24%	20%	20%	13%
	2021	37%	11%	**15%**	-	15%	-	-	-	-	-	40%	-	17%	7%	14%	8%
At Masters Grade Level	2022	20%	9%	**9%**	-	9%	-	-	-	-	-	9%	*	10%	3%	6%	3%
	2021	18%	4%	**6%**	-	6%	-	-	-	-	-	20%	-	8%	0%	5%	5%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**57%**	-	57%	-	-	-	-	-	56%	*	56%	67%	52%	53%
	2021	71%	46%	**35%**	-	35%	-	-	-	-	-	29%	-	42%	20%	35%	33%
At Meets Grade Level or Above	2022	47%	30%	**27%**	-	27%	-	-	-	-	-	33%	*	26%	33%	25%	21%
	2021	44%	18%	**12%**	-	12%	-	-	-	-	-	29%	-	8%	20%	12%	8%
At Masters Grade Level	2022	21%	10%	**10%**	-	10%	-	-	-	-	-	11%	*	11%	0%	5%	3%
	2021	20%	5%	**6%**	-	6%	-	-	-	-	-	14%	-	0%	20%	6%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**21%**	-	21%	-	-	-	-	-	*	*	23%	11%	16%	15%
	2021	24%	6%	**12%**	-	12%	-	-	-	-	-	33%	-	14%	*	12%	0%
Reading and Mathematics Including EOC	2022	36%	17%	**21%**	-	21%	-	-	-	-	-	*	*	23%	11%	16%	15%
	2021	24%	6%	**12%**	-	12%	-	-	-	-	-	33%	-	14%	*	12%	0%
Reading Including EOC	2022	51%	29%	**29%**	-	29%	-	-	-	-	-	*	*	33%	11%	23%	23%
	2021	38%	12%	**17%**	-	17%	-	-	-	-	-	29%	-	20%	*	17%	15%
Math Including EOC	2022	43%	24%	**24%**	-	24%	-	-	-	-	-	*	*	25%	22%	20%	15%
	2021	31%	9%	**11%**	-	11%	-	-	-	-	-	33%	-	13%	*	11%	0%
4th Graders																	
Reading and Mathematics	2022	36%	18%	**18%**	-	18%	-	-	-	-	-	30%	*	16%	25%	15%	7%
	2021	26%	8%	**16%**	-	16%	-	-	-	-	-	*	-	22%	0%	14%	7%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	18%	**18%**	-	18%	-	-	-	-	-	30%	*	16%	25%	15%	7%
	2021	26%	8%	**16%**	-	16%	-	-	-	-	-	*	-	22%	0%	14%	7%
Reading Including EOC	2022	54%	32%	**36%**	-	36%	-	-	-	-	-	40%	*	36%	33%	35%	29%
	2021	36%	16%	**19%**	-	19%	-	-	-	-	-	*	-	24%	0%	14%	5%
Math Including EOC	2022	43%	26%	**18%**	-	18%	-	-	-	-	-	30%	*	16%	25%	15%	7%
	2021	36%	12%	**16%**	-	16%	-	-	-	-	-	*	-	22%	0%	14%	7%
5th Graders																	
Reading and Mathematics	2022	41%	26%	**23%**	-	23%	-	-	-	-	-	22%	*	25%	11%	20%	9%
	2021	34%	9%	**16%**	-	16%	-	-	-	-	-	33%	-	13%	*	16%	15%
Reading and Mathematics Including EOC	2022	41%	26%	**23%**	-	23%	-	-	-	-	-	22%	*	25%	11%	20%	9%
	2021	34%	9%	**16%**	-	16%	-	-	-	-	-	33%	-	13%	*	16%	15%
Reading Including EOC	2022	58%	39%	**44%**	-	44%	-	-	-	-	-	33%	*	46%	33%	38%	26%
	2021	46%	21%	**37%**	-	37%	-	-	-	-	-	33%	-	40%	*	37%	38%
Math Including EOC	2022	48%	38%	**27%**	-	27%	-	-	-	-	-	22%	*	30%	11%	25%	15%
	2021	44%	15%	**16%**	-	16%	-	-	-	-	-	33%	-	13%	*	16%	15%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**21%**	-	21%	-	-	-	-	-	26%	*	22%	17%	17%	10%
	2021	26%	7%	**15%**	-	15%	-	-	-	-	-	40%	-	17%	7%	14%	8%
Reading and Mathematics Including EOC	2022	36%	21%	**21%**	-	21%	-	-	-	-	-	26%	*	22%	17%	17%	10%
	2021	28%	8%	**15%**	-	15%	-	-	-	-	-	40%	-	17%	7%	14%	8%
Reading Including EOC	2022	53%	35%	**37%**	-	37%	-	-	-	-	-	35%	*	40%	27%	33%	26%
	2021	41%	18%	**23%**	-	23%	-	-	-	-	-	38%	-	27%	7%	21%	17%
Math Including EOC	2022	43%	30%	**23%**	-	23%	-	-	-	-	-	30%	*	24%	20%	20%	13%
	2021	37%	11%	**15%**	-	15%	-	-	-	-	-	40%	-	17%	7%	14%	8%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
ELOY GARZA SALAZAR EL (108902117) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	**74**	-	74	-	-	-	-	-	60	*	80	*	74	89
	2019	61	59	**65**	-	65	-	-	-	-	-	*	-	68	50	61	66
Grade 4 Mathematics	2022	74	84	**69**	-	69	-	-	-	-	-	60	*	71	64	69	69
	2019	65	60	**53**	-	53	-	-	-	-	-	*	-	51	63	53	52
Grade 5 ELA/Reading	2022	87	89	**88**	-	88	-	-	-	-	-	*	-	86	100	87	86
	2019	81	74	**62**	-	62	-	-	-	-	-	67	-	60	69	62	57
Grade 5 Mathematics	2022	79	91	**96**	-	96	-	-	-	-	-	*	-	95	100	96	94
	2019	83	82	**88**	-	88	-	-	-	-	-	79	-	88	87	87	91
All Grades Both Subjects	2022	74	79	**84**	-	84	-	-	-	-	-	69	*	85	81	82	85
	2019	69	64	**67**	-	67	-	-	-	-	-	58	-	67	67	66	66
All Grades ELA/Reading	2022	78	80	**83**	-	83	-	-	-	-	-	63	*	84	80	82	87
	2019	68	64	**63**	-	63	-	-	-	-	-	50	-	64	59	62	62
All Grades Mathematics	2022	69	78	**85**	-	85	-	-	-	-	-	75	*	86	82	83	83
	2019	70	65	**71**	-	71	-	-	-	-	-	66	-	70	74	71	70

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ELOY GARZA SALAZAR EL (108902117) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**59%**	53%	62%	-	-	31%	54%	-	-	-	-	*	65%	53%	*
	2021	67%	41%	**31%**	18%	9%	-	-	17%	31%	-	-	-	-	-	47%	18%	100%
At Meets Grade Level or Above	2022	48%	31%	**30%**	19%	25%	-	-	8%	18%	-	-	-	-	*	40%	18%	*
	2021	41%	19%	**17%**	6%	0%	-	-	9%	14%	-	-	-	-	-	27%	6%	100%
At Masters Grade Level	2022	23%	12%	**11%**	4%	7%	-	-	3%	1%	-	-	-	-	*	16%	3%	*
	2021	18%	6%	**8%**	3%	0%	-	-	4%	6%	-	-	-	-	-	14%	3%	50%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**65%**	60%	71%	-	-	28%	67%	-	-	-	-	*	70%	60%	*
	2021	68%	43%	**32%**	20%	11%	-	-	15%	42%	-	-	-	-	-	46%	20%	*
At Meets Grade Level or Above	2022	53%	32%	**37%**	26%	35%	-	-	11%	23%	-	-	-	-	*	49%	25%	*
	2021	45%	22%	**23%**	14%	0%	-	-	15%	33%	-	-	-	-	-	32%	14%	*
At Masters Grade Level	2022	25%	11%	**13%**	6%	9%	-	-	6%	3%	-	-	-	-	*	19%	6%	*
	2021	18%	5%	**12%**	7%	0%	-	-	8%	17%	-	-	-	-	-	21%	7%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**54%**	46%	53%	-	-	33%	47%	-	-	-	-	*	61%	47%	*
	2021	66%	35%	**32%**	14%	0%	-	-	20%	25%	-	-	-	-	-	52%	14%	*
At Meets Grade Level or Above	2022	42%	26%	**23%**	12%	15%	-	-	6%	13%	-	-	-	-	*	34%	11%	*
	2021	37%	11%	**15%**	3%	0%	-	-	0%	8%	-	-	-	-	-	24%	3%	*
At Masters Grade Level	2022	20%	9%	**9%**	2%	6%	-	-	0%	0%	-	-	-	-	*	14%	2%	*
	2021	18%	4%	**6%**	0%	0%	-	-	0%	0%	-	-	-	-	-	8%	0%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**57%**	50%	-	-	-	-	50%	-	-	-	-	-	61%	52%	*
	2021	71%	46%	**35%**	27%	-	-	-	-	27%	-	-	-	-	-	40%	27%	*
At Meets Grade Level or Above	2022	47%	30%	**27%**	17%	-	-	-	-	17%	-	-	-	-	-	33%	18%	*
	2021	44%	18%	**12%**	0%	-	-	-	-	0%	-	-	-	-	-	20%	0%	*
At Masters Grade Level	2022	21%	10%	**10%**	0%	-	-	-	-	0%	-	-	-	-	-	17%	0%	*
	2021	20%	5%	**6%**	0%	-	-	-	-	0%	-	-	-	-	-	20%	0%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**84%**	86%	77%	-	-	-	91%	-	-	-	-	-	83%	84%	*
	2019	69%	64%	**67%**	63%	63%	-	-	-		79%	79%	-		-		65%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ELOY GARZA SALAZAR EL (108902117) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**83%**	89%	89%	-	-	-	89%	-	-	-	-	-	78%	86%	*
	2019	68%	64%	**63%**	60%	60%	-	-	-		65%	65%	-		-		61%	
All Grades Mathematics	2022	69%	78%	**85%**	82%	69%	-	-	-	93%	-	-	-	-	-	88%	82%	*
	2019	70%	65%	**71%**	65%	65%	-	-	-		90%	90%	-		-		69%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	-	99%	-	-	-	-	-	100%	100%	99%	98%	99%	100%
Included in Accountability	93%	91%	**89%**	-	90%	-	-	-	-	-	95%	78%	96%	64%	89%	86%
Not Included in Accountability: Mobile	5%	5%	**9%**	-	8%	-	-	-	-	-	5%	22%	3%	29%	9%	11%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	-	-	-	-	-	0%	0%	0%	5%	1%	2%
Not Tested	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	0%	1%	2%	1%	0%
Absent	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	0%	1%	2%	1%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	-	99%	-	-	-	-	-	100%	*	99%	98%	99%	100%
Included in Accountability	92%	88%	**88%**	-	89%	-	-	-	-	-	96%	*	95%	64%	87%	85%
Not Included in Accountability: Mobile	5%	5%	**10%**	-	9%	-	-	-	-	-	4%	*	3%	30%	10%	12%
Not Included in Accountability: Other Exclusions	2%	5%	**2%**	-	2%	-	-	-	-	-	0%	*	1%	4%	2%	3%
Not Tested	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	2%	1%	0%
Absent	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	2%	1%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	-	99%	-	-	-	-	-	100%	*	99%	98%	99%	99%
Included in Accountability	93%	92%	**88%**	-	89%	-	-	-	-	-	96%	*	96%	64%	88%	85%
Not Included in Accountability: Mobile	5%	6%	**10%**	-	9%	-	-	-	-	-	4%	*	3%	30%	10%	12%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	4%	1%	2%
Not Tested	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	2%	1%	1%
Absent	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	1%	2%	1%	1%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	92%	**95%**	-	95%	-	-	-	-	-	90%	*	100%	69%	95%	92%
Not Included in Accountability: Mobile	4%	5%	**4%**	-	4%	-	-	-	-	-	10%	*	0%	23%	3%	5%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	8%	2%	3%
Not Tested	2%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**37%**	-	37%	-	-	-	-	-	55%	17%	33%	64%	38%	46%
Included in Accountability	83%	63%	**35%**	-	35%	-	-	-	-	-	52%	17%	31%	60%	36%	43%
Not Included in Accountability: Mobile	3%	2%	**0%**	-	0%	-	-	-	-	-	1%	0%	0%	1%	0%	1%
Not Included in Accountability: Other Exclusions	1%	5%	**1%**	-	1%	-	-	-	-	-	2%	0%	1%	3%	2%	3%
Not Tested	12%	29%	**63%**	-	63%	-	-	-	-	-	45%	83%	67%	36%	62%	54%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	1%	0%	0%	0%	0%	0%
Other	10%	28%	**63%**	-	63%	-	-	-	-	-	43%	83%	67%	36%	61%	54%
Reading																
Assessment Participant	89%	75%	**40%**	-	40%	-	-	-	-	-	55%	*	37%	64%	42%	52%
Included in Accountability	83%	61%	**36%**	-	36%	-	-	-	-	-	48%	*	34%	56%	38%	45%
Not Included in Accountability: Mobile	3%	2%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	3%	11%	**4%**	-	4%	-	-	-	-	-	6%	*	3%	8%	4%	8%
Not Tested	11%	25%	**60%**	-	60%	-	-	-	-	-	45%	*	63%	36%	58%	48%
Absent	2%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**60%**	-	60%	-	-	-	-	-	45%	*	63%	36%	58%	48%
Mathematics																
Assessment Participant	88%	67%	**31%**	-	31%	-	-	-	-	-	50%	*	28%	56%	32%	37%
Included in Accountability	84%	64%	**31%**	-	31%	-	-	-	-	-	47%	*	27%	56%	32%	36%
Not Included in Accountability: Mobile	4%	3%	**0%**	-	0%	-	-	-	-	-	3%	*	1%	0%	1%	1%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	12%	33%	**69%**	-	69%	-	-	-	-	-	50%	*	72%	44%	68%	63%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	-	3%	*	1%	0%	1%	0%
Other	10%	32%	**68%**	-	68%	-	-	-	-	-	47%	*	72%	44%	67%	63%
Science																
Assessment Participant	87%	68%	**24%**	-	24%	-	-	-	-	-	58%	-	19%	63%	27%	32%
Included in Accountability	84%	65%	**24%**	-	24%	-	-	-	-	-	58%	-	19%	63%	27%	32%
Not Included in Accountability: Mobile	3%	2%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	13%	32%	**76%**	-	76%	-	-	-	-	-	42%	-	81%	38%	73%	68%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	10%	32%	**76%**	-	76%	-	-	-	-	-	42%	-	81%	38%	73%	68%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**98.3%**	-	98.3%	-	-	-	-	-	98.4%	98.3%	98.0%
2019-20	98.3%	96.9%	**98.6%**	-	98.6%	*	-	-	-	-	97.9%	98.5%	98.7%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**4.0%**	-	4.0%	-	-	-	-	-	1.9%	3.3%	5.0%
2019-20	6.7%	11.1%	**3.2%**	-	3.2%	*	-	-	-	-	5.2%	3.4%	3.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	416	100.0%	13,060	5,402,928	416	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	48	11.5%	4.3%	4.1%	48	11.5%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	13	3.1%	1.0%	0.6%	13	3.1%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	35	8.4%	3.3%	3.5%	35	8.4%	3.3%	3.5%
Kindergarten	43	10.3%	5.8%	6.8%	43	10.3%	5.8%	6.8%
Grade 1	65	15.6%	6.8%	7.1%	65	15.6%	6.8%	7.1%
Grade 2	72	17.3%	7.0%	7.1%	72	17.3%	7.0%	7.1%
Grade 3	54	13.0%	6.6%	7.1%	54	13.0%	6.6%	7.1%
Grade 4	60	14.4%	6.7%	7.1%	60	14.4%	6.7%	7.1%
Grade 5	74	17.8%	7.2%	7.2%	74	17.8%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	415	99.8%	99.7%	52.8%	415	99.8%	99.7%	52.7%
White	1	0.2%	0.2%	26.3%	1	0.2%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	196	47.1%	48.4%	48.9%	196	47.1%	48.4%	48.8%
Male	220	52.9%	51.6%	51.1%	220	52.9%	51.6%	51.2%
Economically Disadvantaged	378	90.9%	94.6%	60.7%	378	90.9%	94.6%	60.6%
Non-Educationally Disadvantaged	38	9.1%	5.4%	39.3%	38	9.1%	5.4%	39.4%
Section 504 Students	10	2.4%	3.6%	7.4%	10	2.4%	3.6%	7.4%
EB Students/EL	197	47.4%	56.1%	21.7%	197	47.4%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	0	0.0%	0.7%	5.0%	0	0.0%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	68	16.3%	7.4%	1.1%	68	16.3%	7.4%	1.1%
Immigrant	6	1.4%	1.5%	2.0%	6	1.4%	1.5%	2.0%
Migrant	19	4.6%	3.7%	0.3%	19	4.6%	3.7%	0.3%
Title I	416	100.0%	100.0%	64.3%	416	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	309	74.3%	82.5%	53.5%	309	74.3%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	194	46.6%	57.0%	21.9%	194	46.6%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	35	8.4%	8.5%	8.0%	35	8.4%	8.5%	8.0%
Special Education	38	9.1%	10.4%	11.6%	38	9.1%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	38							
By Type of Primary Disability Students with Intellectual Disabilities	14	36.8%	59.7%	43.0%				
Students with Physical Disabilities	15	39.5%	13.3%	20.8%				
Students with Autism	**	**	10.1%	14.7%				
Students with Behavioral Disabilities	*	*	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	45	11.9%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	45	11.9%	12.3%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	5	9.4%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	27	14.7%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	43	12.3%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	67	17.6%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	1.3%	4.7%	2.9%	0.0%	3.8%	4.2%
Grade 2	4.2%	3.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	0.0%	2.0%	1.0%	0.0%	2.0%	1.0%
Grade 4	0.0%	1.7%	0.7%	0.0%	2.7%	0.7%
Grade 5	0.0%	1.1%	0.5%	0.0%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	21.5	18.5	18.7
Grade 1	16.6	18.4	18.7
Grade 2	19.1	17.9	18.6
Grade 3	16.6	18.0	18.7
Grade 4	19.3	17.4	18.8
Grade 5	17.7	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	49.2	100.0%	100.0%	100.0%
Professional Staff:	32.0	64.9%	55.8%	64.1%
Teachers	26.2	53.3%	42.0%	49.3%
Professional Support	4.7	9.6%	11.0%	10.7%
Campus Administration (School Leadership)	1.0	2.0%	1.9%	2.9%
Educational Aides:	17.3	35.1%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	49.2	100.0%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	26.2	100.0%	96.6%	28.9%
White	0.0	0.0%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	3.0	11.4%	35.4%	24.1%
Females	23.2	88.6%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	15.6	59.7%	80.8%	72.6%
Masters	10.6	40.3%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	6.9%	7.9%
1-5 Years Experience	2.0	7.6%	20.4%	26.7%
6-10 Years Experience	6.6	25.2%	25.8%	20.6%
11-20 Years Experience	13.8	52.7%	34.3%	28.6%
21-30 Years Experience	3.8	14.5%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	15.9	n/a	13.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	7.1	6.3
Average Years Experience of Principals with District	3.0	7.1	5.4
Average Years Experience of Assistant Principals	0.0	6.7	5.5
Average Years Experience of Assistant Principals with District	0.0	5.8	4.8
Average Years Experience of Teachers:	13.7	11.5	11.1
Average Years Experience of Teachers with District:	12.3	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$53,500	$51,054
1-5 Years Experience	$54,500	$53,852	$54,577
6-10 Years Experience	$56,823	$56,098	$57,746
11-20 Years Experience	$58,088	$60,197	$61,377
21-30 Years Experience	$65,325	$64,449	$65,949
Over 30 Years Experience	-	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$58,549	$58,223	$58,887
Professional Support	$64,871	$63,600	$69,505
Campus Administration (School Leadership)	$82,716	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	3.6	13.8%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	21.7	82.8%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	0.9	3.3%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: DONNA ISD

Campus Name: JULIAN S ADAME

Campus Number: 108902118

2022 Accountability Rating: B

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	57%	**64%**	-	64%	-	-	-	-	-	75%	*	64%	63%	62%	57%
	2021	67%	32%	**49%**	-	49%	-	-	-	-	-	20%	-	47%	60%	46%	39%
At Meets Grade Level or Above	2022	51%	29%	**42%**	-	42%	-	-	-	-	-	50%	*	41%	50%	39%	30%
	2021	39%	12%	**19%**	-	19%	-	-	-	-	-	20%	-	19%	20%	19%	14%
At Masters Grade Level	2022	30%	13%	**18%**	-	18%	-	-	-	-	-	17%	*	19%	13%	18%	12%
	2021	19%	5%	**10%**	-	10%	-	-	-	-	-	0%	-	10%	10%	9%	8%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	55%	**72%**	-	72%	-	-	-	-	-	75%	*	72%	75%	71%	63%
	2021	62%	26%	**50%**	-	50%	-	-	-	-	-	40%	-	50%	50%	48%	43%
At Meets Grade Level or Above	2022	43%	24%	**38%**	-	38%	-	-	-	-	-	67%	*	40%	25%	36%	31%
	2021	31%	9%	**17%**	-	17%	-	-	-	-	-	20%	-	16%	20%	15%	14%
At Masters Grade Level	2022	21%	9%	**13%**	-	13%	-	-	-	-	-	17%	*	15%	0%	12%	9%
	2021	14%	4%	**10%**	-	10%	-	-	-	-	-	20%	-	10%	10%	9%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	**65%**	-	65%	-	-	-	-	-	60%	*	65%	65%	65%	61%
	2021	63%	36%	**49%**	-	49%	-	-	-	-	-	50%	-	51%	42%	46%	36%
At Meets Grade Level or Above	2022	54%	32%	**31%**	-	31%	-	-	-	-	-	50%	*	32%	24%	30%	27%
	2021	36%	16%	**19%**	-	19%	-	-	-	-	-	33%	-	22%	8%	17%	15%
At Masters Grade Level	2022	28%	12%	**9%**	-	9%	-	-	-	-	-	10%	*	10%	6%	8%	5%
	2021	17%	5%	**2%**	-	2%	-	-	-	-	-	0%	-	2%	0%	2%	3%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	**76%**	-	76%	-	-	-	-	-	90%	*	75%	82%	75%	77%
	2021	59%	29%	**41%**	-	41%	-	-	-	-	-	33%	-	44%	31%	39%	35%
At Meets Grade Level or Above	2022	43%	26%	**26%**	-	26%	-	-	-	-	-	50%	*	26%	24%	25%	23%
	2021	36%	12%	**15%**	-	15%	-	-	-	-	-	33%	-	10%	31%	16%	18%
At Masters Grade Level	2022	23%	9%	**7%**	-	7%	-	-	-	-	-	10%	*	7%	6%	5%	5%
	2021	21%	5%	**9%**	-	9%	-	-	-	-	-	17%	-	5%	23%	10%	15%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	70%	**78%**	-	78%	-	-	-	-	-	53%	-	80%	67%	76%	70%
	2021	73%	51%	**34%**	-	34%	-	-	-	-	-	60%	-	40%	10%	35%	37%
At Meets Grade Level or Above	2022	58%	39%	**45%**	-	45%	-	-	-	-	-	33%	-	48%	33%	42%	35%
	2021	46%	21%	**10%**	-	10%	-	-	-	-	-	60%	-	13%	0%	9%	11%
At Masters Grade Level	2022	36%	22%	**26%**	-	26%	-	-	-	-	-	7%	-	30%	11%	25%	21%
	2021	30%	11%	**2%**	-	2%	-	-	-	-	-	0%	-	3%	0%	0%	0%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	70%	**83%**	-	83%	-	-	-	-	-	80%	-	84%	78%	81%	78%
	2021	70%	38%	**36%**	-	36%	-	-	-	-	-	60%	-	38%	30%	35%	29%
At Meets Grade Level or Above	2022	48%	38%	**58%**	-	58%	-	-	-	-	-	40%	-	60%	44%	54%	48%
	2021	44%	15%	**10%**	-	10%	-	-	-	-	-	60%	-	10%	10%	11%	11%
At Masters Grade Level	2022	25%	17%	**18%**	-	18%	-	-	-	-	-	20%	-	20%	11%	18%	16%
	2021	25%	6%	**4%**	-	4%	-	-	-	-	-	20%	-	5%	0%	4%	3%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	53%	**60%**	-	60%	-	-	-	-	-	67%	-	65%	33%	56%	48%
	2021	62%	29%	**18%**	-	18%	-	-	-	-	-	60%	-	20%	10%	17%	18%
At Meets Grade Level or Above	2022	38%	23%	**29%**	-	29%	-	-	-	-	-	40%	-	33%	11%	25%	21%
	2021	31%	7%	**6%**	-	6%	-	-	-	-	-	60%	-	8%	0%	7%	8%
At Masters Grade Level	2022	18%	9%	**9%**	-	9%	-	-	-	-	-	7%	-	11%	0%	9%	11%
	2021	13%	3%	**4%**	-	4%	-	-	-	-	-	40%	-	5%	0%	4%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	63%	**71%**	-	71%	-	-	-	-	-	71%	75%	72%	65%	70%	65%
	2021	67%	41%	**40%**	-	40%	-	-	-	-	-	46%	-	42%	34%	39%	34%
At Meets Grade Level or Above	2022	48%	31%	**38%**	-	38%	-	-	-	-	-	46%	13%	40%	29%	36%	30%
	2021	41%	19%	**14%**	-	14%	-	-	-	-	-	41%	-	14%	13%	13%	12%
At Masters Grade Level	2022	23%	12%	**14%**	-	14%	-	-	-	-	-	12%	0%	16%	7%	13%	11%
	2021	18%	6%	**6%**	-	6%	-	-	-	-	-	12%	-	6%	6%	5%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	58%	**69%**	-	69%	-	-	-	-	-	62%	*	70%	65%	68%	62%
	2021	68%	43%	**45%**	-	45%	-	-	-	-	-	44%	-	46%	38%	43%	38%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	32%	**39%**	-	39%	-	-	-	-	-	43%	*	40%	33%	37%	30%
	2021	45%	22%	**17%**	-	17%	-	-	-	-	-	38%	-	18%	9%	16%	13%
At Masters Grade Level	2022	25%	11%	**18%**	-	18%	-	-	-	-	-	11%	*	19%	9%	17%	12%
	2021	18%	5%	**5%**	-	5%	-	-	-	-	-	0%	-	6%	3%	4%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	62%	**77%**	-	77%	-	-	-	-	-	81%	*	77%	79%	76%	73%
	2021	66%	35%	**43%**	-	43%	-	-	-	-	-	44%	-	45%	36%	41%	37%
At Meets Grade Level or Above	2022	42%	26%	**40%**	-	40%	-	-	-	-	-	51%	*	42%	33%	38%	33%
	2021	37%	11%	**14%**	-	14%	-	-	-	-	-	38%	-	13%	21%	14%	14%
At Masters Grade Level	2022	20%	9%	**13%**	-	13%	-	-	-	-	-	16%	*	14%	7%	11%	10%
	2021	18%	4%	**8%**	-	8%	-	-	-	-	-	19%	-	7%	12%	8%	8%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	67%	**60%**	-	60%	-	-	-	-	-	67%	-	65%	33%	56%	48%
	2021	71%	46%	**18%**	-	18%	-	-	-	-	-	60%	-	20%	10%	17%	18%
At Meets Grade Level or Above	2022	47%	30%	**29%**	-	29%	-	-	-	-	-	40%	-	33%	11%	25%	21%
	2021	44%	18%	**6%**	-	6%	-	-	-	-	-	60%	-	8%	0%	7%	8%
At Masters Grade Level	2022	21%	10%	**9%**	-	9%	-	-	-	-	-	7%	-	11%	0%	9%	11%
	2021	20%	5%	**4%**	-	4%	-	-	-	-	-	40%	-	5%	0%	4%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	**30%**	-	30%	-	-	-	-	-	50%	*	31%	25%	28%	22%
	2021	24%	6%	**13%**	-	13%	-	-	-	-	-	20%	-	11%	20%	12%	10%
Reading and Mathematics Including EOC	2022	36%	17%	**30%**	-	30%	-	-	-	-	-	50%	*	31%	25%	28%	22%
	2021	24%	6%	**13%**	-	13%	-	-	-	-	-	20%	-	11%	20%	12%	10%
Reading Including EOC	2022	51%	29%	**42%**	-	42%	-	-	-	-	-	50%	*	41%	50%	39%	30%
	2021	38%	12%	**19%**	-	19%	-	-	-	-	-	20%	-	19%	20%	19%	14%
Math Including EOC	2022	43%	24%	**38%**	-	38%	-	-	-	-	-	67%	*	40%	25%	36%	31%
	2021	31%	9%	**17%**	-	17%	-	-	-	-	-	20%	-	16%	20%	15%	14%
4th Graders																	
Reading and Mathematics	2022	36%	18%	**19%**	-	19%	-	-	-	-	-	50%	*	19%	18%	18%	17%
	2021	26%	8%	**4%**	-	4%	-	-	-	-	-	33%	-	2%	8%	4%	3%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	18%	**19%**	-	19%	-	-	-	-	-	50%	*	19%	18%	18%	17%
	2021	26%	8%	**4%**	-	4%	-	-	-	-	-	33%	-	2%	8%	4%	3%
Reading Including EOC	2022	54%	32%	**31%**	-	31%	-	-	-	-	-	50%	*	32%	24%	30%	27%
	2021	36%	16%	**19%**	-	19%	-	-	-	-	-	33%	-	22%	8%	17%	15%
Math Including EOC	2022	43%	26%	**26%**	-	26%	-	-	-	-	-	50%	*	26%	24%	25%	23%
	2021	36%	12%	**15%**	-	15%	-	-	-	-	-	33%	-	10%	31%	16%	18%
5th Graders																	
Reading and Mathematics	2022	41%	26%	**38%**	-	38%	-	-	-	-	-	33%	-	40%	33%	34%	30%
	2021	34%	9%	**6%**	-	6%	-	-	-	-	-	60%	-	8%	0%	7%	8%
Reading and Mathematics Including EOC	2022	41%	26%	**38%**	-	38%	-	-	-	-	-	33%	-	40%	33%	34%	30%
	2021	34%	9%	**6%**	-	6%	-	-	-	-	-	60%	-	8%	0%	7%	8%
Reading Including EOC	2022	58%	39%	**45%**	-	45%	-	-	-	-	-	33%	-	48%	33%	42%	35%
	2021	46%	21%	**10%**	-	10%	-	-	-	-	-	60%	-	13%	0%	9%	11%
Math Including EOC	2022	48%	38%	**58%**	-	58%	-	-	-	-	-	40%	-	60%	44%	54%	48%
	2021	44%	15%	**10%**	-	10%	-	-	-	-	-	60%	-	10%	10%	11%	11%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	20%	**29%**	-	29%	-	-	-	-	-	43%	*	30%	26%	26%	23%
	2021	26%	7%	**8%**	-	8%	-	-	-	-	-	38%	-	8%	9%	8%	7%
Reading and Mathematics Including EOC	2022	36%	21%	**29%**	-	29%	-	-	-	-	-	43%	*	30%	26%	26%	23%
	2021	28%	8%	**8%**	-	8%	-	-	-	-	-	38%	-	8%	9%	8%	7%
Reading Including EOC	2022	53%	35%	**39%**	-	39%	-	-	-	-	-	43%	*	40%	33%	37%	30%
	2021	41%	18%	**17%**	-	17%	-	-	-	-	-	38%	-	18%	9%	16%	13%
Math Including EOC	2022	43%	30%	**40%**	-	40%	-	-	-	-	-	51%	*	42%	33%	38%	33%
	2021	37%	11%	**14%**	-	14%	-	-	-	-	-	38%	-	13%	21%	14%	14%

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
JULIAN S ADAME (108902118) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	78	**82**	-	82	-	-	-	-	-	*	*	84	70	82	83
	2019	61	59	**50**	-	50	-	-	-	-	-	78	*	48	67	50	48
Grade 4 Mathematics	2022	74	84	**84**	-	84	-	-	-	-	-	70	*	85	79	83	85
	2019	65	60	**70**	-	70	-	-	-	-	-	89	*	70	72	70	71
Grade 5 ELA/Reading	2022	87	89	**88**	-	88	-	-	-	-	-	57	-	90	78	86	80
	2019	81	74	**83**	-	83	-	-	-	-	-	88	*	83	86	82	80
Grade 5 Mathematics	2022	79	91	**90**	-	90	-	-	-	-	-	100	-	88	100	89	84
	2019	83	82	**80**	-	80	-	-	-	-	-	75	*	79	86	79	79
All Grades Both Subjects	2022	74	79	**85**	-	85	-	-	-	-	-	77	*	86	82	85	83
	2019	69	64	**72**	-	72	-	-	-	-	-	82	75	71	77	71	71
All Grades ELA/Reading	2022	78	80	**84**	-	84	-	-	-	-	-	64	*	87	74	84	82
	2019	68	64	**68**	-	68	-	-	-	-	-	82	*	67	75	68	66
All Grades Mathematics	2022	69	78	**86**	-	86	-	-	-	-	-	88	*	86	89	86	85
	2019	70	65	**75**	-	75	-	-	-	-	-	82	*	75	78	75	75

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
JULIAN S ADAME (108902118) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	63%	**71%**	65%	63%	-	-	-	100%	-	-	-	-	*	86%	65%	*
	2021	67%	41%	**40%**	34%	30%	-	-	-	83%	-	-	-	-	-	55%	34%	*
At Meets Grade Level or Above	2022	48%	31%	**38%**	30%	26%	-	-	-	100%	-	-	-	-	*	57%	30%	*
	2021	41%	19%	**14%**	12%	8%	-	-	-	53%	-	-	-	-	-	18%	12%	*
At Masters Grade Level	2022	23%	12%	**14%**	11%	10%	-	-	-	38%	-	-	-	-	*	22%	11%	*
	2021	18%	6%	**6%**	6%	4%	-	-	-	17%	-	-	-	-	-	6%	6%	*
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	58%	**69%**	62%	60%	-	-	-	100%	-	-	-	-	*	86%	62%	*
	2021	68%	43%	**45%**	37%	34%	-	-	-	75%	-	-	-	-	-	60%	37%	*
At Meets Grade Level or Above	2022	53%	32%	**39%**	30%	26%	-	-	-	100%	-	-	-	-	*	61%	30%	*
	2021	45%	22%	**17%**	13%	9%	-	-	-	50%	-	-	-	-	-	25%	13%	*
At Masters Grade Level	2022	25%	11%	**18%**	12%	11%	-	-	-	27%	-	-	-	-	*	31%	12%	*
	2021	18%	5%	**5%**	4%	4%	-	-	-	6%	-	-	-	-	-	8%	4%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	62%	**77%**	72%	71%	-	-	-	100%	-	-	-	-	*	88%	73%	*
	2021	66%	35%	**43%**	36%	33%	-	-	-	88%	-	-	-	-	-	58%	36%	*
At Meets Grade Level or Above	2022	42%	26%	**40%**	33%	29%	-	-	-	100%	-	-	-	-	*	58%	33%	*
	2021	37%	11%	**14%**	14%	10%	-	-	-	44%	-	-	-	-	-	15%	14%	*
At Masters Grade Level	2022	20%	9%	**13%**	10%	8%	-	-	-	45%	-	-	-	-	*	20%	10%	*
	2021	18%	4%	**8%**	8%	6%	-	-	-	19%	-	-	-	-	-	8%	8%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	67%	**60%**	48%	46%	-	-	-	*	-	-	-	-	-	81%	48%	-
	2021	71%	46%	**18%**	18%	11%	-	-	-	*	-	-	-	-	-	17%	18%	-
At Meets Grade Level or Above	2022	47%	30%	**29%**	21%	18%	-	-	-	*	-	-	-	-	-	44%	21%	-
	2021	44%	18%	**6%**	8%	0%	-	-	-	*	-	-	-	-	-	0%	8%	-
At Masters Grade Level	2022	21%	10%	**9%**	11%	10%	-	-	-	*	-	-	-	-	-	6%	11%	-
	2021	20%	5%	**4%**	5%	0%	-	-	-	*	-	-	-	-	-	0%	5%	-
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	79%	**85%**	83%	83%	-	-	-	83%	-	-	-	-	-	89%	83%	*
	2019	69%	64%	**72%**	68%	68%	-	-	-		80%	80%	-		-		70%	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
JULIAN S ADAME (108902118) - DONNA ISD - HIDALGO COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	80%	**84%**	82%	81%	-	-	-	*	-	-	-	-	-	88%	82%	*
	2019	68%	64%	**68%**	63%	63%	-	-	-		79%	79%	-		-		66%	
All Grades Mathematics	2022	69%	78%	**86%**	84%	85%	-	-	-	*	-	-	-	-	-	90%	84%	*
	2019	70%	65%	**75%**	73%	73%	-	-	-		81%	81%	-		-		74%	

* Indicates results are masked due to small numbers to protect student confidentiality.

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	99%	100%	99%
Included in Accountability	93%	91%	**91%**	-	91%	-	-	-	-	-	98%	100%	97%	68%	94%	90%
Not Included in Accountability: Mobile	5%	5%	**7%**	-	7%	-	-	-	-	-	2%	0%	2%	24%	4%	7%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	-	2%	-	-	-	-	-	0%	0%	1%	6%	2%	2%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	1%	0%	1%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	1%	0%	1%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	92%	88%	**91%**	-	91%	-	-	-	-	-	97%	*	96%	69%	93%	90%
Not Included in Accountability: Mobile	5%	5%	**7%**	-	7%	-	-	-	-	-	3%	*	3%	24%	4%	7%
Not Included in Accountability: Other Exclusions	2%	5%	**2%**	-	2%	-	-	-	-	-	0%	*	1%	6%	2%	3%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	98%	100%	100%
Included in Accountability	93%	92%	**91%**	-	91%	-	-	-	-	-	97%	*	97%	69%	94%	91%
Not Included in Accountability: Mobile	5%	6%	**7%**	-	7%	-	-	-	-	-	3%	*	3%	24%	4%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	-	-	-	-	-	0%	*	0%	5%	1%	2%
Not Tested	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	2%	0%	0%
Absent	1%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	2%	0%	0%
Other	0%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	98%	**99%**	-	99%	-	-	-	-	-	100%	-	100%	96%	99%	99%
Included in Accountability	93%	92%	**91%**	-	91%	-	-	-	-	-	100%	-	100%	64%	93%	89%
Not Included in Accountability: Mobile	4%	5%	**6%**	-	6%	-	-	-	-	-	0%	-	0%	25%	4%	7%
Not Included in Accountability: Other Exclusions	1%	1%	**2%**	-	2%	-	-	-	-	-	0%	-	0%	7%	2%	3%
Not Tested	2%	2%	**1%**	-	1%	-	-	-	-	-	0%	-	0%	4%	1%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Absent	1%	2%	**1%**	-	1%	-	-	-	-	-	0%	-	0%	4%	1%	1%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**51%**	-	51%	-	-	-	-	-	42%	*	49%	58%	51%	50%
Included in Accountability	83%	63%	**47%**	-	47%	-	-	-	-	-	39%	*	47%	45%	47%	46%
Not Included in Accountability: Mobile	3%	2%	**2%**	-	2%	-	-	-	-	-	0%	*	1%	10%	2%	2%
Not Included in Accountability: Other Exclusions	1%	5%	**2%**	-	2%	-	-	-	-	-	4%	*	1%	3%	2%	2%
Not Tested	12%	29%	**49%**	-	49%	-	-	-	-	-	58%	*	51%	42%	49%	50%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	28%	**49%**	-	49%	-	-	-	-	-	58%	*	50%	42%	49%	50%
Reading																
Assessment Participant	89%	75%	**57%**	-	57%	-	-	-	-	-	53%	*	56%	65%	57%	56%
Included in Accountability	83%	61%	**51%**	-	51%	-	-	-	-	-	42%	*	52%	47%	51%	49%
Not Included in Accountability: Mobile	3%	2%	**3%**	-	3%	-	-	-	-	-	0%	*	1%	10%	2%	2%
Not Included in Accountability: Other Exclusions	3%	11%	**4%**	-	4%	-	-	-	-	-	11%	*	3%	7%	4%	6%
Not Tested	11%	25%	**43%**	-	43%	-	-	-	-	-	47%	*	44%	35%	43%	44%
Absent	2%	3%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	23%	**42%**	-	42%	-	-	-	-	-	47%	*	44%	35%	42%	44%
Mathematics																
Assessment Participant	88%	67%	**54%**	-	54%	-	-	-	-	-	42%	*	53%	60%	54%	52%
Included in Accountability	84%	64%	**52%**	-	52%	-	-	-	-	-	42%	*	52%	49%	52%	51%
Not Included in Accountability: Mobile	4%	3%	**3%**	-	3%	-	-	-	-	-	0%	*	1%	10%	2%	2%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	12%	33%	**46%**	-	46%	-	-	-	-	-	58%	*	47%	40%	46%	48%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**45%**	-	45%	-	-	-	-	-	58%	*	47%	40%	46%	48%
Science																
Assessment Participant	87%	68%	**39%**	-	39%	-	-	-	-	-	29%	*	37%	46%	39%	41%
Included in Accountability	84%	65%	**36%**	-	36%	-	-	-	-	-	29%	*	37%	36%	37%	40%
Not Included in Accountability: Mobile	3%	2%	**2%**	-	2%	-	-	-	-	-	0%	*	0%	11%	2%	1%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Not Tested	13%	32%	**61%**	-	61%	-	-	-	-	-	71%	*	63%	54%	61%	59%
Absent	2%	1%	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
Other	10%	32%	**61%**	-	61%	-	-	-	-	-	71%	*	63%	54%	61%	59%

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	93.1%	**96.0%**	-	96.0%	-	-	-	-	-	94.1%	95.8%	95.6%
2019-20	98.3%	96.9%	**98.6%**	-	98.6%	-	-	-	-	-	98.0%	98.6%	98.5%
Chronic Absenteeism													
2020-21	15.0%	21.0%	**13.6%**	-	13.6%	-	-	-	-	-	18.4%	13.4%	14.0%
2019-20	6.7%	11.1%	**3.7%**	-	3.7%	-	-	-	-	-	4.7%	3.8%	4.5%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.3%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	-	-	-	-	-	-	-	-	-	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.8%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	9.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	90.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	89.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	89.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	7.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	89.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	90.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	97.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	11.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	87.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	85.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	97.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	970	358,842
By Ethnicity:				
African American	-	-	1	44,018
Hispanic	-	-	968	183,306
White	-	-	1	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	29	56,281
Foundation H.S. Program (Endorsement)	-	-	97	13,582
Foundation H.S. Program (DLA)	-	-	844	287,316
Special Education Graduates	-	-	79	31,028
Economically Disadvantaged Graduates	-	-	898	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	322	32,809
At-Risk Graduates	-	-	608	155,884
CTE Completers	-	-	348	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	606	100.0%	13,060	5,402,928	606	100.0%	13,061	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.4%
Pre-Kindergarten	54	8.9%	4.3%	4.1%	54	8.9%	4.3%	4.1%
Pre-Kindergarten: 3-year Old	14	2.3%	1.0%	0.6%	14	2.3%	1.0%	0.6%
Pre-Kindergarten: 4-year Old	40	6.6%	3.3%	3.5%	40	6.6%	3.3%	3.5%
Kindergarten	77	12.7%	5.8%	6.8%	77	12.7%	5.8%	6.8%
Grade 1	78	12.9%	6.8%	7.1%	78	12.9%	6.8%	7.1%
Grade 2	92	15.2%	7.0%	7.1%	92	15.2%	7.0%	7.1%
Grade 3	96	15.8%	6.6%	7.1%	96	15.8%	6.6%	7.1%
Grade 4	105	17.3%	6.7%	7.1%	105	17.3%	6.7%	7.1%
Grade 5	104	17.2%	7.2%	7.2%	104	17.2%	7.2%	7.2%
Grade 6	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.6%	7.9%	0	0.0%	7.6%	7.8%
Grade 9	0	0.0%	10.6%	8.8%	0	0.0%	10.6%	8.8%
Grade 10	0	0.0%	8.1%	7.6%	0	0.0%	8.1%	7.5%
Grade 11	0	0.0%	7.4%	7.2%	0	0.0%	7.4%	7.2%
Grade 12	0	0.0%	6.9%	6.7%	0	0.0%	6.9%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.0%	12.8%	0	0.0%	0.0%	12.8%
Hispanic	605	99.8%	99.7%	52.8%	605	99.8%	99.7%	52.7%
White	1	0.2%	0.2%	26.3%	1	0.2%	0.2%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.0%	4.8%	0	0.0%	0.0%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	305	50.3%	48.4%	48.9%	305	50.3%	48.4%	48.8%
Male	301	49.7%	51.6%	51.1%	301	49.7%	51.6%	51.2%
Economically Disadvantaged	573	94.6%	94.6%	60.7%	573	94.6%	94.6%	60.6%
Non-Educationally Disadvantaged	33	5.4%	5.4%	39.3%	33	5.4%	5.4%	39.4%
Section 504 Students	7	1.2%	3.6%	7.4%	7	1.2%	3.6%	7.4%
EB Students/EL	424	70.0%	56.1%	21.7%	424	70.0%	56.1%	21.7%

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.1%	0.6%				
Students w/ Dyslexia	1	0.2%	0.7%	5.0%	1	0.2%	0.7%	5.0%
Foster Care	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Homeless	13	2.1%	7.4%	1.1%	13	2.1%	7.4%	1.1%
Immigrant	11	1.8%	1.5%	2.0%	11	1.8%	1.5%	2.0%
Migrant	28	4.6%	3.7%	0.3%	28	4.6%	3.7%	0.3%
Title I	606	100.0%	100.0%	64.3%	606	100.0%	100.0%	64.3%
Military Connected	0	0.0%	0.1%	3.3%	0	0.0%	0.1%	3.3%
At-Risk	536	88.4%	82.5%	53.5%	536	88.4%	82.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	437	72.1%	57.0%	21.9%	437	72.1%	57.0%	21.8%
Career and Technical Education	0	0.0%	30.1%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	83.8%	71.0%				
Gifted and Talented Education	53	8.7%	8.5%	8.0%	53	8.7%	8.5%	8.0%
Special Education	58	9.6%	10.4%	11.6%	58	9.6%	10.4%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	58							
By Type of Primary Disability Students with Intellectual Disabilities	29	50.0%	59.7%	43.0%				
Students with Physical Disabilities	18	31.0%	13.3%	20.8%				
Students with Autism	**	**	10.1%	14.7%				
Students with Behavioral Disabilities	*	*	15.4%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	63	10.5%	12.4%	13.6%				
By Ethnicity: African American	0	0.0%	0.0%	2.5%				
Hispanic	63	10.5%	12.3%	6.6%				
White	0	0.0%	0.1%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	7	9.2%	12.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	48	11.2%	13.1%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	58	10.4%	12.7%	15.0%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Student Attrition (2020-21):								
Total Student Attrition	98	17.0%	21.6%	18.9%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.3%	1.9%	0.0%	0.0%	5.2%
Grade 1	2.3%	4.7%	2.9%	0.0%	3.8%	4.2%
Grade 2	0.0%	3.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	0.0%	2.0%	1.0%	0.0%	2.0%	1.0%
Grade 4	2.2%	1.7%	0.7%	0.0%	2.7%	0.7%
Grade 5	0.0%	1.1%	0.5%	0.0%	0.8%	0.7%
Grade 6	-	1.1%	0.6%	-	0.0%	0.6%
Grade 7	-	2.1%	0.7%	-	0.0%	0.7%
Grade 8	-	2.0%	0.6%	-	0.0%	0.8%
Grade 9	-	24.2%	10.5%	-	20.6%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.2	18.5	18.7
Grade 1	15.7	18.4	18.7
Grade 2	17.4	17.9	18.6
Grade 3	17.8	18.0	18.7
Grade 4	19.3	17.4	18.8
Grade 5	19.9	18.8	20.2
Grade 6	-	16.0	19.2
Secondary:			
English/Language Arts	-	16.8	16.3
Foreign Languages	-	19.7	18.4
Mathematics	-	17.6	17.5

Class Size Information	Campus	District	State
Science	-	16.6	18.5
Social Studies	-	17.1	19.1

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	60.9	100.0%	100.0%	100.0%
Professional Staff:	41.1	67.4%	55.8%	64.1%
Teachers	35.3	57.9%	42.0%	49.3%
Professional Support	4.8	7.8%	11.0%	10.7%
Campus Administration (School Leadership)	1.0	1.6%	1.9%	2.9%
Educational Aides:	19.9	32.6%	12.4%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	19.0	4,194.0
Part-time Librarians	0.0	n/a	1.0	607.0
Full-time Counselors	1.0	n/a	43.0	13,550.0
Part-time Counselors	0.0	n/a	2.0	1,176.0
Total Minority Staff:	60.9	100.0%	98.1%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.2%
Hispanic	35.3	100.0%	96.6%	28.9%
White	0.0	0.0%	2.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.6%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	6.6	18.7%	35.4%	24.1%
Females	28.7	81.3%	64.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.1%	1.4%
Bachelors	28.8	81.7%	80.8%	72.6%
Masters	6.5	18.3%	17.6%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.7%	6.9%	7.9%
1-5 Years Experience	7.4	21.0%	20.4%	26.7%
6-10 Years Experience	6.7	19.0%	25.8%	20.6%
11-20 Years Experience	16.2	45.9%	34.3%	28.6%
21-30 Years Experience	3.0	8.5%	9.6%	13.2%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Over 30 Years Experience	1.0	2.8%	3.0%	2.9%
Number of Students per Teacher	17.2	n/a	13.4	14.6

Staff Information	**Campus**	**District**	**State**
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	7.1	6.3
Average Years Experience of Principals with District	9.0	7.1	5.4
Average Years Experience of Assistant Principals	0.0	6.7	5.5
Average Years Experience of Assistant Principals with District	0.0	5.8	4.8
Average Years Experience of Teachers:	12.4	11.5	11.1
Average Years Experience of Teachers with District:	12.1	9.7	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$54,504	$53,500	$51,054
1-5 Years Experience	$54,460	$53,852	$54,577
6-10 Years Experience	$57,451	$56,098	$57,746
11-20 Years Experience	$61,407	$60,197	$61,377
21-30 Years Experience	$66,782	$64,449	$65,949
Over 30 Years Experience	$73,154	$74,392	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$59,796	$58,223	$58,887
Professional Support	$69,636	$63,600	$69,505
Campus Administration (School Leadership)	$87,543	$83,673	$84,990
Instructional Staff Percent:	n/a	60.3%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.6	4.7%	6.3%	6.2%
Career and Technical Education	0.0	0.0%	7.1%	5.2%
Compensatory Education	0.0	0.0%	0.0%	3.0%
Gifted and Talented Education	0.0	0.0%	1.4%	1.7%
Regular Education	31.2	88.5%	74.3%	70.8%

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Special Education	2.4	6.8%	8.0%	9.6%
Other	0.0	0.0%	2.9%	3.5%

- Indicates there is no data for the item.
* Indicates results are masked due to small numbers.
** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
n/a Indicates data reporting is not applicable for this group.
? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

Section 2

PEIMS Financial Standard Report

(2021-22)
Financial Actual Report)

2020 - 2021 Actual Financial Data
Totals for DONNA ISD (108902)

Total Enrolled Membership: 13,844

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	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$17,623,780	10.62%	$1,273	$17,623,780	9.24%	$1,273	$26,132,322,677	42.39%	$4,876
State Operating Funds	$131,922,069	79.46%	$9,529	$132,079,878	69.28%	$9,541	$24,792,291,636	40.21%	$4,626
Federal Funds	$14,866,884	8.96%	$1,074	$39,186,659	20.55%	$2,831	$8,899,057,269	14.43%	$1,661
Other Local	$1,602,056	0.97%	$116	$1,755,249	0.92%	$127	$1,829,823,955	2.97%	$341
Total Operating Revenue	$166,014,789	100.00%	$11,992	$190,645,566	100.00%	$13,771	$61,653,495,537	100.00%	$11,505
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$2,402,578	32.94%	$174	$8,341,065,357	80.13%	$1,557
State Assistance for Debt Service	$0	0.00%	$0	$4,441,432	60.90%	$321	$355,910,306	3.42%	$66
Other Receipts (excluding debt service financing)	$223,587	100.00%	$16	$223,587	3.07%	$16	$939,273,230	9.02%	$175
Total Other Revenue	$223,587	100.00%	$16	$7,293,575	100.00%	$527	$10,408,865,906	100.00%	$1,942
Subtotal: Operating and Other Revenue	$166,238,376	100.00%	$12,008	$197,939,141	100.00%	$14,298	$72,062,361,443	100.00%	$13,447
Recapture Revenue									
Local Property Tax Recaptured	$0	0.00%	$0	$0	0.00%	$0	$2,970,608,744	100.00%	$554
Total Recaptured Revenue	$0	0.00%	$0	$0	0.00%	$0	$2,970,608,744	100.00%	$554
Subtotal: Operating, Other and Recaptured Revenue	$166,238,376	100.00%	$12,008	$197,939,141	100.00%	$14,298	$75,032,970,187	100.00%	$14,002
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$7,743,128	51.19%	$559	$11,937,813,333	82.63%	$2,228
Estimated State TRS Contributions	$7,381,941	100.00%	$533	$7,381,941	48.81%	$533	$2,509,216,302	17.37%	$468
Subtotal: Debt Service Financing and TRS Estimate Revenue	$7,381,941	100.00%	$533	$15,125,069	100.00%	$1,093	$14,447,029,635	100.00%	$2,696
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$173,620,317	100.00%	$12,541	$213,064,210	100.00%	$15,390	$86,509,391,078	100.00%	$16,143

Expenditures

Operating Expenditures by Object (61xx-64xx only)

Payroll Expenditures (Object 61xx)	$119,179,050	83.22%	$8,609	$139,081,747	82.86%	$10,046	$47,346,128,779	79.55%	$8,835
Professional & Contracted Services (Object 62xx)	$9,059,187	6.33%	$654	$9,499,255	5.66%	$686	$5,485,075,586	9.22%	$1,024
Supplies & Materials (Object 63xx)	$11,547,121	8.06%	$834	$15,503,770	9.24%	$1,120	$5,314,672,096	8.93%	$992
Other Operating Expenditures (Object 64xx)	$3,423,312	2.39%	$247	$3,758,245	2.24%	$271	$1,370,305,583	2.30%	$256
Total Operating Expenditures by Object	$143,208,670	100.00%	$10,344	$167,843,017	100.00%	$12,124	$59,516,182,044	100.00%	$11,106
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$41,133,764	0.21%	$8
Debt Services(Object 65xx)	$1,786,909	65.77%	$129	$7,858,829	63.91%	$568	$9,364,911,548	47.35%	$1,748
Capital Outlay(Object 66xx)	$930,129	34.23%	$67	$4,437,750	36.09%	$321	$10,372,278,176	52.44%	$1,936
Total Non-Operating Expenditures by Object	$2,717,038	100.00%	$196	$12,296,579	100.00%	$888	$19,778,323,488	100.00%	$3,691
Grand Total: Operating and Non-Operating Expenditures by Object	$145,925,708	100.00%	$10,541	$180,139,596	100.00%	$13,012	$79,294,505,532	100.00%	$14,797
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	$78,071,023	54.52%	$5,639	$95,011,469	56.61%	$6,863	$34,074,074,457	57.25%	$6,358
Instructional Resources & Media Services (Function 12)	$1,723,180	1.20%	$124	$2,354,417	1.40%	$170	$620,903,003	1.04%	$116
Curriculum & Staff Development (Function 13)	$2,351,468	1.64%	$170	$5,943,595	3.54%	$429	$1,355,190,192	2.28%	$253
Instructional Leadership (Function 21)	$1,674,248	1.17%	$121	$2,487,012	1.48%	$180	$994,704,027	1.67%	$186
School Leadership (Function 23)	$7,118,435	4.97%	$514	$7,201,670	4.29%	$520	$3,502,296,166	5.88%	$654
Guidance Counseling Services (Function 31)	$5,250,128	3.67%	$379	$5,903,657	3.52%	$426	$2,332,550,758	3.92%	$435
Social Work Services (Function 32)	$792,196	0.55%	$57	$994,247	0.59%	$72	$188,765,383	0.32%	$35
Health Services (Function 33)	$1,647,346	1.15%	$119	$2,059,455	1.23%	$149	$709,855,162	1.19%	$132
Transportation (Function 34)	$4,323,531	3.02%	$312	$4,323,531	2.58%	$312	$1,599,751,820	2.69%	$299
Food Services (Function 35)	$10,986,707	7.67%	$794	$10,986,707	6.55%	$794	$2,564,517,174	4.31%	$479
Extracurricular (Function 36)	$5,068,197	3.54%	$366	$5,186,888	3.09%	$375	$1,572,719,628	2.64%	$293
General Administration (Function 41,92)	$4,484,545	3.13%	$324	$4,606,943	2.74%	$333	$1,934,297,273	3.25%	$361
Facilities Maintenance & Operations (Function 51)	$14,816,931	10.35%	$1,070	$14,833,763	8.84%	$1,071	$5,884,055,590	9.89%	$1,098
Security & Monitoring Services (Function 52)	$2,660,678	1.86%	$192	$2,737,379	1.63%	$198	$638,286,567	1.07%	$119
Data Processing Services (Function 53)	$2,070,524	1.45%	$150	$2,070,917	1.23%	$150	$1,219,335,870	2.05%	$228
Community Services (Function 61)	$169,533	0.12%	$12	$1,141,367	0.68%	$82	$307,113,473	0.52%	$57
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	$0	0.00%	$0	$0	0.00%	$0	$17,765,501	0.03%	$3
Total Operating Expenditures by Function	$143,208,670	100.00%	$10,344	$167,843,017	100.00%	$12,124	$59,516,182,044	100.00%	$11,106
Non-Operating Expenditures by Function									

Non-Operating Expenditures by Function (81) (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$41,133,764	0.21%	$8
Non-Operating Expenditures by Function (1x-9x) (65xx)	$1,786,909	65.77%	$129	$7,858,829	63.91%	$568	$9,364,911,548	47.35%	$1,748
Non-Operating Expenditures by Function (1x-9x) (66xx)	$930,129	34.23%	$67	$4,437,750	36.09%	$321	$10,372,278,176	52.44%	$1,936
Total Non-Operating Expenditures by Function	$2,717,038	100.00%	$196	$12,296,579	100.00%	$888	$19,778,323,488	100.00%	$3,691
Grand Total: Operating and Non-Operating Expenditures by Function	$145,925,708	100.00%	$10,541	$180,139,596	100.00%	$13,012	$79,294,505,532	100.00%	$14,797
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$66,445,478	46.40%	$4,800	$73,019,672	43.50%	$5,274	$25,274,728,911	42.47%	$4,716
Gifted and Talented (PIC 21)	$81,596	0.06%	$6	$81,596	0.05%	$6	$407,913,365	0.69%	$76
Career and Technical (PIC 22)	$4,518,054	3.15%	$326	$4,805,223	2.86%	$347	$1,964,869,701	3.30%	$367
Students with Disabilities (PICs 23,33)	$10,997,562	7.68%	$794	$13,700,550	8.16%	$990	$7,563,730,764	12.71%	$1,411
State Compensatory Education (PICs 24,26,28,29,30,34)	$8,045,283	5.62%	$581	$21,855,499	13.02%	$1,579	$5,468,145,158	9.19%	$1,020
Bilingual (PICs 25,35)	$2,032,511	1.42%	$147	$2,583,445	1.54%	$187	$702,535,245	1.18%	$131
High School Allotment (PIC 31)	$615,678	0.43%	$44	$615,678	0.37%	$44	$91,476,602	0.15%	$17
PreKindergarten (PIC 32)	$2,209,804	1.54%	$160	$2,209,804	1.32%	$160	$561,611,446	0.94%	$105
Early Education Allotment (PIC 36)	$3,684,973	2.57%	$266	$3,684,973	2.20%	$266	$1,125,006,152	1.89%	$210
Dyslexia or Related Disorder Services (PIC 37)	$41,232	0.03%	$3	$41,232	0.02%	$3	$299,949,455	0.50%	$56
College, Career, and Military Readiness (CCMR) (PIC 38)	$107,777	0.08%	$8	$107,777	0.06%	$8	$311,574,001	0.52%	$58
Athletics/Related Activities (PIC 91)	$2,627,672	1.83%	$190	$2,627,672	1.57%	$190	$1,119,281,429	1.88%	$209
Un-Allocated (PIC 99)	$41,801,050	29.19%	$3,019	$42,509,896	25.33%	$3,071	$14,625,359,815	24.57%	$2,729
Total Operating Expenditures by Program Intent Code (PIC)	$143,208,670	100.00%	$10,344	$167,843,017	100.00%	$12,124	$59,516,182,044	100.00%	$11,106
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	$0	0.00%	$0	$0	0.00%	$0	$41,133,764	0.21%	$8
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$1,786,909	65.77%	$129	$7,858,829	63.91%	$568	$9,364,911,548	47.35%	$1,748
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$930,129	34.23%	$67	$4,437,750	36.09%	$321	$10,372,278,176	52.44%	$1,936
Total Non-Operating Expenditures by Program Intent Code (PIC)	$2,717,038	100.00%	$196	$12,296,579	100.00%	$888	$19,778,323,488	100.00%	$3,691
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$145,925,708	100.00%	$10,541	$180,139,596	100.00%	$13,012	$79,294,505,532	100.00%	$14,797

Disbursements

Total Disbursements

Operating Expenditures	$143,208,670	90.82%	$10,344	$167,843,017	87.47%	$12,124	$59,516,182,044	70.68%	$11,106
Recapture	$0	0.00%	$0	$0	0.00%	$0	$2,970,608,744	3.53%	$554
Total Other Uses	$11,500,000	7.29%	$831	$11,500,000	5.99%	$831	$1,287,501,819	1.53%	$240
Intergovernmental Charge	$255,848	0.16%	$18	$255,848	0.13%	$18	$653,080,535	0.78%	$122
Debt Service (Object 6500)	$1,786,909	1.13%	$129	$7,858,829	4.10%	$568	$9,364,911,548	11.12%	$1,748
Capital Projects (Object 6600)	$930,129	0.59%	$67	$4,437,750	2.31%	$321	$10,372,278,176	12.32%	$1,936
Total Disbursements	$157,681,556	100.00%	$11,390	$191,895,444	100.00%	$13,861	$84,205,696,630	100.00%	$15,713

Tax Rates

2020 - 2021 (current tax year) Tax Rates

Maintenance & Operations				0.9914			0.9843		
Interest & Sinking				0.1390			0.2235		
Total Tax Rate				1.1304			1.2078		

Fund Balance**

Fund Balance

Nonspendable Fund Balance	$738,230		$53	$738,230		$53	$342,667,048		$69
Restricted Fund Balance	$4,479,560		$324	$24,970,805		$1,804	$20,204,526,878		$4,047
Committed Fund Balance	$0		$0	$0		$0	$4,009,536,094		$803
Assigned Fund Balance	$0		$0	$0		$0	$3,530,241,520		$707
Unassigned Fund Balance	$67,572,568		$4,881	$67,572,568		$4,881	$16,344,075,825		$3,273
Total Fund Balance**	$72,790,358		$5,258	$93,281,603		$6,738	$44,431,047,365		$8,899

Fund Balance Reconciliation

2019-2020 Total Fund Balance (Previous Year)	$56,851,525		$3,951	$71,982,034		$5,003	$42,166,833,966		$8,200
2020-2021 Excess (Deficiency) Operating Expenditures	$27,215,246		$1,966	$24,409,994		$1,763	$-8,057,529,155		$-1,614
2020-2021 Excess (Deficiency) Non-Operating Expenditures	$-11,462,328		$-828	$-3,296,340		$-238	$10,242,175,517		$2,051
2020-2021 Uncommon Items	$185,915		$13	$185,915		$13	$79,567,037		$16
2020-2021 Total Fund Balance	$72,790,358		$5,258	$93,281,603		$6,738	$44,431,047,365		$8,899

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TEA | Office of School Finance | Forecasting & Fiscal Analysis

Texas Education Agency

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR DONNA H S (108902001) DONNA ISD

Total Enrolled Membership: 2,042

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$24,156,369	100.00%	$11,830	$26,327,373	100.00%	$12,893
Operating-Payroll	$21,620,679	89.50%	$10,588	$23,228,715	88.23%	$11,375
Other Operating	$2,499,641	10.35%	$1,224	$3,062,609	11.63%	$1,500
Non-Operating(Equipt/Supplies)	$36,049	0.15%	$18	$36,049	0.14%	$18
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$24,120,320	100.00%	$11,812	$26,291,324	100.00%	$12,875
Instruction (11,95) *	$16,352,010	67.79%	$8,008	$17,977,418	68.38%	$8,804
Instructional Res/Media (12) *	$217,317	0.90%	$106	$300,930	1.14%	$147
Curriculum/Staff Develop (13) *	$343,803	1.43%	$168	$512,903	1.95%	$251
Instructional Leadership (21) *	$424,968	1.76%	$208	$454,966	1.73%	$223
School Leadership (23) *	$1,361,211	5.64%	$667	$1,361,406	5.18%	$667
Guidance/Counseling Svcs (31) *	$1,064,619	4.41%	$521	$1,243,360	4.73%	$609
Social Work Services (32) *	$160,442	0.67%	$79	$161,627	0.61%	$79
Health Services (33) *	$241,265	1.00%	$118	$276,004	1.05%	$135
Food (35) **	$551,431	2.29%	$270	$551,431	2.10%	$270
Extracurricular (36) * **	$2,133,634	8.85%	$1,045	$2,154,028	8.19%	$1,055
Plant Maint/Operation (51) * **	$866,456	3.59%	$424	$866,456	3.30%	$424
Security/Monitoring (52) * **	$403,164	1.67%	$197	$430,795	1.64%	$211
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$20,165,635	100.00%	$9,875	$22,284,447	100.00%	$10,913
Regular	$15,379,533	76.27%	$7,532	$15,743,661	70.65%	$7,710
Gifted & Talented	$18,550	0.09%	$9	$18,550	0.08%	$9

Career & Technical	$2,600,255	12.89%	$1,273	$2,813,973	12.63%	$1,378
Students with Disabilities	$1,346,907	6.68%	$660	$1,868,427	8.38%	$915
Accelerated Education	$0	0.00%	$0	$987,543	4.43%	$484
Bilingual	$14,084	0.07%	$7	$45,987	0.21%	$23
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$525,583	2.61%	$257	$525,583	2.36%	$257
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$186,701	0.93%	$91	$186,701	0.84%	$91
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$94,022	0.47%	$46	$94,022	0.42%	$46

Note: Some amounts may not total due to rounding.

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR DONNA NORTH H S (108902007) DONNA ISD

Total Enrolled Membership: 2,132

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$18,387,847	100.00%	$8,625	$19,661,694	100.00%	$9,222
Operating-Payroll	$16,428,340	89.34%	$7,706	$17,477,037	88.89%	$8,197
Other Operating	$1,923,606	10.46%	$902	$2,148,756	10.93%	$1,008
Non-Operating(Equipt/Supplies)	$35,901	0.20%	$17	$35,901	0.18%	$17
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$18,351,946	100.00%	$8,608	$19,625,793	100.00%	$9,205
Instruction (11,95) *	$12,581,431	68.56%	$5,901	$13,490,965	68.74%	$6,328
Instructional Res/Media (12) *	$130,309	0.71%	$61	$162,030	0.83%	$76
Curriculum/Staff Develop (13) *	$206,771	1.13%	$97	$389,506	1.98%	$183
Instructional Leadership (21) *	$345,559	1.88%	$162	$376,278	1.92%	$176
School Leadership (23) *	$894,909	4.88%	$420	$894,909	4.56%	$420
Guidance/Counseling Svcs (31) *	$817,152	4.45%	$383	$867,905	4.42%	$407
Social Work Services (32) *	$133,712	0.73%	$63	$137,426	0.70%	$64
Health Services (33) *	$146,903	0.80%	$69	$182,357	0.93%	$86
Food (35) **	$517,296	2.82%	$243	$517,296	2.64%	$243
Extracurricular (36) * **	$1,627,366	8.87%	$763	$1,629,116	8.30%	$764
Plant Maint/Operation (51) * **	$536,060	2.92%	$251	$536,060	2.73%	$251
Security/Monitoring (52) * **	$404,036	2.20%	$190	$431,503	2.20%	$202
Data Processing Svcs (53)* **	$10,442	0.06%	$5	$10,442	0.05%	$5
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$15,256,746	100.00%	$7,156	$16,501,376	100.00%	$7,740
Regular	$10,773,887	70.62%	$5,053	$10,848,694	65.74%	$5,089
Gifted & Talented	$9,155	0.06%	$4	$9,155	0.06%	$4

Career & Technical	$1,883,190	12.34%	$883	$1,956,641	11.86%	$918
Students with Disabilities	$1,825,681	11.97%	$856	$1,974,773	11.97%	$926
Accelerated Education	$0	0.00%	$0	$914,656	5.54%	$429
Bilingual	$18,780	0.12%	$9	$51,404	0.31%	$24
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$492,618	3.23%	$231	$492,618	2.99%	$231
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$253,435	1.66%	$119	$253,435	1.54%	$119
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

Note: Some amounts may not total due to rounding.

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR 3D ACADEMY (108902006) DONNA ISD

Total Enrolled Membership: 126

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$1,835,262	100.00%	$14,566	$2,086,944	100.00%	$16,563
Operating-Payroll	$1,761,941	96.00%	$13,984	$1,899,226	91.01%	$15,073
Other Operating	$73,321	4.00%	$582	$187,718	8.99%	$1,490
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$1,835,262	100.00%	$14,566	$2,086,944	100.00%	$16,563
Instruction (11,95) *	$917,313	49.98%	$7,280	$1,020,995	48.92%	$8,103
Instructional Res/Media (12) *	$88	0.00%	$1	$88	0.00%	$1
Curriculum/Staff Develop (13) *	$393,892	21.46%	$3,126	$510,894	24.48%	$4,055
Instructional Leadership (21) *	$17,513	0.95%	$139	$17,513	0.84%	$139
School Leadership (23) *	$224,150	12.21%	$1,779	$224,150	10.74%	$1,779
Guidance/Counseling Svcs (31) *	$97,565	5.32%	$774	$98,098	4.70%	$779
Social Work Services (32) *	$84,550	4.61%	$671	$84,650	4.06%	$672
Health Services (33) *	$12,685	0.69%	$101	$43,050	2.06%	$342
Food (35) **	$7,204	0.39%	$57	$7,204	0.35%	$57
Extracurricular (36) * **	$0	0.00%	$0	$0	0.00%	$0
Plant Maint/Operation (51) * **	$54,154	2.95%	$430	$54,154	2.59%	$430
Security/Monitoring (52) * **	$26,148	1.42%	$208	$26,148	1.25%	$208
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$1,747,756	100.00%	$13,871	$1,896,807	100.00%	$15,054
Regular	$109,163	6.25%	$866	$112,172	5.91%	$890
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$111,211	6.36%	$883	$111,211	5.86%	$883
Accelerated Education	$0	0.00%	$0	$143,171	7.55%	$1,136
Bilingual	$2,549	0.15%	$20	$5,420	0.29%	$43
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$1,515,895	86.73%	$12,031	$1,515,895	79.92%	$12,031
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$8,938	0.51%	$71	$8,938	0.47%	$71
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

Note: Some amounts may not total due to rounding.

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR DONNA ALTERNATIVE EDUCATION PROGRA (108902005) DONNA ISD

Total Enrolled Membership: 0

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$1,810,377	100.00%	$0	$1,995,764	100.00%	$0
Operating-Payroll	$1,781,188	98.39%	$0	$1,861,232	93.26%	$0
Other Operating	$29,189	1.61%	$0	$134,532	6.74%	$0
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$1,810,377	100.00%	$0	$1,995,764	100.00%	$0
Instruction (11,95) *	$1,061,758	58.65%	$0	$1,142,545	57.25%	$0
Instructional Res/Media (12) *	$442	0.02%	$0	$442	0.02%	$0
Curriculum/Staff Develop (13) *	$117,697	6.50%	$0	$117,697	5.90%	$0
Instructional Leadership (21) *	$33,283	1.84%	$0	$33,283	1.67%	$0
School Leadership (23) *	$174,586	9.64%	$0	$174,586	8.75%	$0
Guidance/Counseling Svcs (31) *	$100,805	5.57%	$0	$100,805	5.05%	$0
Social Work Services (32) *	$59,760	3.30%	$0	$59,760	2.99%	$0
Health Services (33) *	$3,792	0.21%	$0	$3,792	0.19%	$0
Food (35) **	$102,284	5.65%	$0	$102,284	5.13%	$0
Extracurricular (36) * **	$0	0.00%	$0	$96,547	4.84%	$0
Plant Maint/Operation (51) * **	$35,397	1.96%	$0	$35,397	1.77%	$0
Security/Monitoring (52) * **	$120,573	6.66%	$0	$128,626	6.44%	$0
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$1,552,123	100.00%	$0	$1,632,910	100.00%	$0
Regular	$143,804	9.26%	$0	$143,804	8.81%	$0

Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$93,136	6.00%	$0	$173,180	10.61%	$0
Accelerated Education	$0	0.00%	$0	$743	0.05%	$0
Bilingual	$0	0.00%	$0	$0	0.00%	$0
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$63,050	4.06%	$0	$63,050	3.86%	$0
Disc Alted-DAEP Supplemental	$1,252,133	80.67%	$0	$1,252,133	76.68%	$0
T1 A Schoolwide-St Comp >=40%	$0	0.00%	$0	$0	0.00%	$0
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

Note: Some amounts may not total due to rounding.

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR DORA M SAUCEDA MIDDLE (108902047) DONNA ISD

Total Enrolled Membership: 719

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$6,332,866	100.00%	$8,808	$7,105,661	100.00%	$9,883
Operating-Payroll	$5,901,780	93.19%	$8,208	$6,536,230	91.99%	$9,091
Other Operating	$431,086	6.81%	$600	$569,431	8.01%	$792
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$6,332,866	100.00%	$8,808	$7,105,661	100.00%	$9,883
Instruction (11,95) *	$4,457,282	70.38%	$6,199	$5,027,312	70.75%	$6,992
Instructional Res/Media (12) *	$92,622	1.46%	$129	$124,972	1.76%	$174
Curriculum/Staff Develop (13) *	$136,251	2.15%	$190	$267,902	3.77%	$373
Instructional Leadership (21) *	$74,924	1.18%	$104	$74,924	1.05%	$104
School Leadership (23) *	$383,426	6.05%	$533	$384,930	5.42%	$535
Guidance/Counseling Svcs (31) *	$326,986	5.16%	$455	$326,986	4.60%	$455
Social Work Services (32) *	$30,827	0.49%	$43	$32,266	0.45%	$45
Health Services (33) *	$83,299	1.32%	$116	$119,120	1.68%	$166
Food (35) **	$199,792	3.15%	$278	$199,792	2.81%	$278
Extracurricular (36) * **	$148,152	2.34%	$206	$148,152	2.08%	$206
Plant Maint/Operation (51) * **	$252,002	3.98%	$350	$252,002	3.55%	$350
Security/Monitoring (52) * **	$147,303	2.33%	$205	$147,303	2.07%	$205
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$5,585,617	100.00%	$7,769	$6,358,412	100.00%	$8,843
Regular	$4,225,543	75.65%	$5,877	$4,241,320	66.70%	$5,899
Gifted & Talented	$850	0.02%	$1	$850	0.01%	$1

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$801,137	14.34%	$1,114	$1,003,998	15.79%	$1,396
Accelerated Education	$0	0.00%	$0	$542,942	8.54%	$755
Bilingual	$13,893	0.25%	$19	$25,108	0.39%	$35
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$522,475	9.35%	$727	$522,475	8.22%	$727
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$21,719	0.39%	$30	$21,719	0.34%	$30
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

Note: Some amounts may not total due to rounding.

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR A P SOLIS MIDDLE (108902045) DONNA ISD

Total Enrolled Membership: 864

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$6,732,730	100.00%	$7,793	$7,683,701	100.00%	$8,893
Operating-Payroll	$6,319,729	93.87%	$7,315	$7,165,382	93.25%	$8,293
Other Operating	$413,001	6.13%	$478	$518,319	6.75%	$600
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$6,732,730	100.00%	$7,793	$7,683,701	100.00%	$8,893
Instruction (11,95) *	$4,829,901	71.74%	$5,590	$5,622,370	73.17%	$6,507
Instructional Res/Media (12) *	$77,542	1.15%	$90	$108,774	1.42%	$126
Curriculum/Staff Develop (13) *	$114,202	1.70%	$132	$206,396	2.69%	$239
Instructional Leadership (21) *	$80,815	1.20%	$94	$80,815	1.05%	$94
School Leadership (23) *	$377,622	5.61%	$437	$377,622	4.91%	$437
Guidance/Counseling Svcs (31) *	$346,306	5.14%	$401	$346,306	4.51%	$401
Social Work Services (32) *	$35,554	0.53%	$41	$36,444	0.47%	$42
Health Services (33) *	$86,053	1.28%	$100	$120,239	1.56%	$139
Food (35) **	$278,686	4.14%	$323	$278,686	3.63%	$323
Extracurricular (36) * **	$195,240	2.90%	$226	$195,240	2.54%	$226
Plant Maint/Operation (51) * **	$235,097	3.49%	$272	$235,097	3.06%	$272
Security/Monitoring (52) * **	$75,712	1.12%	$88	$75,712	0.99%	$88
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$5,947,995	100.00%	$6,884	$6,898,966	100.00%	$7,985
Regular	$4,648,711	78.16%	$5,380	$4,651,306	67.42%	$5,383
Gifted & Talented	$850	0.01%	$1	$850	0.01%	$1

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$706,262	11.87%	$817	$981,609	14.23%	$1,136
Accelerated Education	$0	0.00%	$0	$669,204	9.70%	$775
Bilingual	$17,058	0.29%	$20	$20,883	0.30%	$24
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$563,149	9.47%	$652	$563,149	8.16%	$652
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$11,965	0.20%	$14	$11,965	0.17%	$14
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

Note: Some amounts may not total due to rounding.

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2020-2021 PEIMS ACTUAL
FINANCIAL DATA BY CAMPUS
TOTALS FOR VETERANS
MIDDLE (108902046)
DONNA ISD

Total Enrolled Membership: 881

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$7,188,777	100.00%	$8,160	$8,094,428	100.00%	$9,188
Operating-Payroll	$6,782,464	94.35%	$7,699	$7,580,376	93.65%	$8,604
Other Operating	$406,313	5.65%	$461	$514,052	6.35%	$583
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$7,188,777	100.00%	$8,160	$8,094,428	100.00%	$9,188
Instruction (11,95) *	$5,175,507	71.99%	$5,875	$5,905,756	72.96%	$6,703
Instructional Res/Media (12) *	$90,701	1.26%	$103	$91,653	1.13%	$104
Curriculum/Staff Develop (13) *	$177,461	2.47%	$201	$315,462	3.90%	$358
Instructional Leadership (21) *	$84,336	1.17%	$96	$84,336	1.04%	$96
School Leadership (23) *	$384,745	5.35%	$437	$385,470	4.76%	$438
Guidance/Counseling Svcs (31) *	$347,284	4.83%	$394	$347,434	4.29%	$394
Social Work Services (32) *	$36,380	0.51%	$41	$36,973	0.46%	$42
Health Services (33) *	$86,361	1.20%	$98	$121,342	1.50%	$138
Food (35) **	$235,882	3.28%	$268	$235,882	2.91%	$268
Extracurricular (36) * **	$153,408	2.13%	$174	$153,408	1.90%	$174
Plant Maint/Operation (51) * **	$302,077	4.20%	$343	$302,077	3.73%	$343
Security/Monitoring (52) * **	$114,635	1.59%	$130	$114,635	1.42%	$130
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$6,382,775	100.00%	$7,245	$7,288,426	100.00%	$8,273
Regular	$4,907,086	76.88%	$5,570	$4,908,095	67.34%	$5,571
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$621,955	9.74%	$706	$909,916	12.48%	$1,033
Accelerated Education	$0	0.00%	$0	$614,776	8.43%	$698
Bilingual	$16,041	0.25%	$18	$17,946	0.25%	$20
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$827,723	12.97%	$940	$827,723	11.36%	$940
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$9,970	0.16%	$11	$9,970	0.14%	$11
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

Note: Some amounts may not total due to rounding.

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TEA | Office of School Finance | Forecasting & Fiscal Analysis

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR W A TODD MIDDLE (108902048) DONNA ISD

Total Enrolled Membership: 754

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$6,351,275	100.00%	$8,423	$7,029,252	100.00%	$9,323
Operating-Payroll	$5,935,187	93.45%	$7,872	$6,521,133	92.77%	$8,649
Other Operating	$416,088	6.55%	$552	$508,119	7.23%	$674
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$6,351,275	100.00%	$8,423	$7,029,252	100.00%	$9,323
Instruction (11,95) *	$4,537,863	71.45%	$6,018	$5,085,342	72.35%	$6,744
Instructional Res/Media (12) *	$39,738	0.63%	$53	$75,723	1.08%	$100
Curriculum/Staff Develop (13) *	$74,089	1.17%	$98	$164,847	2.35%	$219
Instructional Leadership (21) *	$68,930	1.09%	$91	$68,930	0.98%	$91
School Leadership (23) *	$462,269	7.28%	$613	$462,269	6.58%	$613
Guidance/Counseling Svcs (31) *	$286,204	4.51%	$380	$288,620	4.11%	$383
Social Work Services (32) *	$31,142	0.49%	$41	$31,489	0.45%	$42
Health Services (33) *	$120,391	1.90%	$160	$121,383	1.73%	$161
Food (35) **	$198,574	3.13%	$263	$198,574	2.82%	$263
Extracurricular (36) * **	$190,897	3.01%	$253	$190,897	2.72%	$253
Plant Maint/Operation (51) * **	$232,505	3.66%	$308	$232,505	3.31%	$308
Security/Monitoring (52) * **	$108,673	1.71%	$144	$108,673	1.55%	$144
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$5,620,626	100.00%	$7,454	$6,298,603	100.00%	$8,354
Regular	$4,686,195	83.37%	$6,215	$4,690,167	74.46%	$6,220
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$661,686	11.77%	$878	$929,682	14.76%	$1,233
Accelerated Education	$0	0.00%	$0	$401,004	6.37%	$532
Bilingual	$6,433	0.11%	$9	$11,438	0.18%	$15
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$250,786	4.46%	$333	$250,786	3.98%	$333
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$15,526	0.28%	$21	$15,526	0.25%	$21
Prekindergarten	$0	0.00%	$0	$0	0.00%	$0
Early Education Allotment	$0	0.00%	$0	$0	0.00%	$0
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR JULIAN S ADAME (108902118) DONNA ISD

Total Enrolled Membership: 716

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$4,040,726	100.00%	$5,643	$4,635,662	100.00%	$6,474
Operating-Payroll	$3,818,748	94.51%	$5,333	$4,363,261	94.12%	$6,094
Other Operating	$221,978	5.49%	$310	$272,401	5.88%	$380
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$4,040,726	100.00%	$5,643	$4,635,662	100.00%	$6,474
Instruction (11,95) *	$2,939,612	72.75%	$4,106	$3,377,382	72.86%	$4,717
Instructional Res/Media (12) *	$94,301	2.33%	$132	$131,299	2.83%	$183
Curriculum/Staff Develop (13) *	$79,674	1.97%	$111	$172,722	3.73%	$241
Instructional Leadership (21) *	$49,263	1.22%	$69	$49,263	1.06%	$69
School Leadership (23) *	$179,234	4.44%	$250	$179,234	3.87%	$250
Guidance/Counseling Svcs (31) *	$190,097	4.70%	$265	$190,247	4.10%	$266
Social Work Services (32) *	$19,296	0.48%	$27	$19,296	0.42%	$27
Health Services (33) *	$73,292	1.81%	$102	$100,262	2.16%	$140
Food (35) **	$241,797	5.98%	$338	$241,797	5.22%	$338
Extracurricular (36) * **	$3,207	0.08%	$4	$3,207	0.07%	$4
Plant Maint/Operation (51) * **	$153,441	3.80%	$214	$153,441	3.31%	$214
Security/Monitoring (52) * **	$17,512	0.43%	$24	$17,512	0.38%	$24
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$3,624,769	100.00%	$5,063	$4,219,705	100.00%	$5,893
Regular	$2,439,006	67.29%	$3,406	$2,672,493	63.33%	$3,733
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$419,568	11.58%	$586	$449,792	10.66%	$628
Accelerated Education	$0	0.00%	$0	$278,193	6.59%	$389
Bilingual	$157,070	4.33%	$219	$158,974	3.77%	$222
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$110,712	3.05%	$155	$161,840	3.84%	$226
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$329,052	9.08%	$460	$329,052	7.80%	$460
Early Education Allotment	$169,361	4.67%	$237	$169,361	4.01%	$237
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR J W CACERES EL (108902109) DONNA ISD

Total Enrolled Membership: 318

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$2,088,361	100.00%	$6,567	$2,796,266	100.00%	$8,793
Operating-Payroll	$1,975,817	94.61%	$6,213	$2,603,090	93.09%	$8,186
Other Operating	$112,544	5.39%	$354	$193,176	6.91%	$607
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$2,088,361	100.00%	$6,567	$2,796,266	100.00%	$8,793
Instruction (11,95) *	$1,398,992	66.99%	$4,399	$1,957,710	70.01%	$6,156
Instructional Res/Media (12) *	$63,133	3.02%	$199	$96,781	3.46%	$304
Curriculum/Staff Develop (13) *	$14,730	0.71%	$46	$108,356	3.88%	$341
Instructional Leadership (21) *	$25,744	1.23%	$81	$25,744	0.92%	$81
School Leadership (23) *	$175,891	8.42%	$553	$176,410	6.31%	$555
Guidance/Counseling Svcs (31) *	$100,245	4.80%	$315	$105,602	3.78%	$332
Social Work Services (32) *	$10,441	0.50%	$33	$10,675	0.38%	$34
Health Services (33) *	$37,781	1.81%	$119	$53,584	1.92%	$169
Food (35) **	$116,285	5.57%	$366	$116,285	4.16%	$366
Extracurricular (36) * **	$0	0.00%	$0	$0	0.00%	$0
Plant Maint/Operation (51) * **	$114,108	5.46%	$359	$114,108	4.08%	$359
Security/Monitoring (52) * **	$31,011	1.48%	$98	$31,011	1.11%	$98
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$1,826,957	100.00%	$5,745	$2,534,862	100.00%	$7,971
Regular	$1,084,255	59.35%	$3,410	$1,455,933	57.44%	$4,578
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$319,572	17.49%	$1,005	$319,572	12.61%	$1,005
Accelerated Education	$0	0.00%	$0	$301,219	11.88%	$947
Bilingual	$14,274	0.78%	$45	$19,136	0.75%	$60
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$15,210	0.83%	$48	$45,356	1.79%	$143
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$161,015	8.81%	$506	$161,015	6.35%	$506
Early Education Allotment	$232,631	12.73%	$732	$232,631	9.18%	$732
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

Note: Some amounts may not total due to rounding.

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR PATRICIA S GARZA EL (108902113) DONNA ISD

Total Enrolled Membership: 563

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$3,524,502	100.00%	$6,260	$4,600,584	100.00%	$8,172
Operating-Payroll	$3,324,619	94.33%	$5,905	$4,263,485	92.67%	$7,573
Other Operating	$199,883	5.67%	$355	$337,099	7.33%	$599
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$3,524,502	100.00%	$6,260	$4,600,584	100.00%	$8,172
Instruction (11,95) *	$2,418,731	68.63%	$4,296	$3,389,289	73.67%	$6,020
Instructional Res/Media (12) *	$84,473	2.40%	$150	$84,743	1.84%	$151
Curriculum/Staff Develop (13) *	$42,641	1.21%	$76	$146,655	3.19%	$260
Instructional Leadership (21) *	$48,300	1.37%	$86	$48,300	1.05%	$86
School Leadership (23) *	$272,082	7.72%	$483	$272,757	5.93%	$484
Guidance/Counseling Svcs (31) *	$139,818	3.97%	$248	$139,893	3.04%	$248
Social Work Services (32) *	$16,931	0.48%	$30	$17,421	0.38%	$31
Health Services (33) *	$93,052	2.64%	$165	$93,052	2.02%	$165
Food (35) **	$241,220	6.84%	$428	$241,220	5.24%	$428
Extracurricular (36) * **	$0	0.00%	$0	$0	0.00%	$0
Plant Maint/Operation (51) * **	$146,674	4.16%	$261	$146,674	3.19%	$261
Security/Monitoring (52) * **	$20,580	0.58%	$37	$20,580	0.45%	$37
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$3,116,028	100.00%	$5,535	$4,192,110	100.00%	$7,446
Regular	$2,083,594	66.87%	$3,701	$2,528,133	60.31%	$4,490
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$471,178	15.12%	$837	$543,269	12.96%	$965
Accelerated Education	$0	0.00%	$0	$321,546	7.67%	$571
Bilingual	$85,848	2.76%	$152	$87,753	2.09%	$156
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$45,930	1.47%	$82	$281,931	6.73%	$501
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$184,831	5.93%	$328	$184,831	4.41%	$328
Early Education Allotment	$244,647	7.85%	$435	$244,647	5.84%	$435
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR LE NOIR EL (108902115) DONNA ISD

Total Enrolled Membership: 408

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$2,662,279	100.00%	$6,525	$3,398,361	100.00%	$8,329
Operating-Payroll	$2,514,322	94.44%	$6,163	$3,182,958	93.66%	$7,801
Other Operating	$147,957	5.56%	$363	$215,403	6.34%	$528
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$2,662,279	100.00%	$6,525	$3,398,361	100.00%	$8,329
Instruction (11,95) *	$1,757,961	66.03%	$4,309	$2,378,579	69.99%	$5,830
Instructional Res/Media (12) *	$78,538	2.95%	$192	$78,538	2.31%	$192
Curriculum/Staff Develop (13) *	$71,069	2.67%	$174	$177,985	5.24%	$436
Instructional Leadership (21) *	$32,677	1.23%	$80	$32,677	0.96%	$80
School Leadership (23) *	$187,795	7.05%	$460	$188,314	5.54%	$462
Guidance/Counseling Svcs (31) *	$92,671	3.48%	$227	$99,902	2.94%	$245
Social Work Services (32) *	$15,129	0.57%	$37	$15,927	0.47%	$39
Health Services (33) *	$42,616	1.60%	$104	$42,616	1.25%	$104
Food (35) **	$217,984	8.19%	$534	$217,984	6.41%	$534
Extracurricular (36) * **	$422	0.02%	$1	$422	0.01%	$1
Plant Maint/Operation (51) * **	$138,880	5.22%	$340	$138,880	4.09%	$340
Security/Monitoring (52) * **	$26,537	1.00%	$65	$26,537	0.78%	$65
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$2,278,456	100.00%	$5,584	$3,014,538	100.00%	$7,389
Regular	$1,421,504	62.39%	$3,484	$1,692,040	56.13%	$4,147
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$212,309	9.32%	$520	$315,895	10.48%	$774
Accelerated Education	$0	0.00%	$0	$224,635	7.45%	$551
Bilingual	$68,029	2.99%	$167	$72,264	2.40%	$177
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$147,630	6.48%	$362	$280,720	9.31%	$688
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$274,711	12.06%	$673	$274,711	9.11%	$673
Early Education Allotment	$154,273	6.77%	$378	$154,273	5.12%	$378
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

Note: Some amounts may not total due to rounding.

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR MARIA ALICIA P MUNOZ EL (108902114) DONNA ISD

Total Enrolled Membership: 635

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$3,872,955	100.00%	$6,099	$5,208,486	100.00%	$8,202
Operating-Payroll	$3,570,380	92.19%	$5,623	$4,777,708	91.73%	$7,524
Other Operating	$302,575	7.81%	$476	$430,778	8.27%	$678
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$3,872,955	100.00%	$6,099	$5,208,486	100.00%	$8,202
Instruction (11,95) *	$2,605,096	67.26%	$4,103	$3,775,770	72.49%	$5,946
Instructional Res/Media (12) *	$85,284	2.20%	$134	$120,026	2.30%	$189
Curriculum/Staff Develop (13) *	$109,360	2.82%	$172	$201,280	3.86%	$317
Instructional Leadership (21) *	$46,554	1.20%	$73	$46,554	0.89%	$73
School Leadership (23) *	$351,370	9.07%	$553	$351,370	6.75%	$553
Guidance/Counseling Svcs (31) *	$148,002	3.82%	$233	$151,279	2.90%	$238
Social Work Services (32) *	$17,477	0.45%	$28	$18,035	0.35%	$28
Health Services (33) *	$88,914	2.30%	$140	$123,274	2.37%	$194
Food (35) **	$245,053	6.33%	$386	$245,053	4.70%	$386
Extracurricular (36) * **	$0	0.00%	$0	$0	0.00%	$0
Plant Maint/Operation (51) * **	$149,253	3.85%	$235	$149,253	2.87%	$235
Security/Monitoring (52) * **	$26,592	0.69%	$42	$26,592	0.51%	$42
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$3,452,057	100.00%	$5,436	$4,787,588	100.00%	$7,540
Regular	$2,154,104	62.40%	$3,392	$3,005,647	62.78%	$4,733
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$181,557	5.26%	$286	$273,287	5.71%	$430
Accelerated Education	$0	0.00%	$0	$353,195	7.38%	$556
Bilingual	$292,695	8.48%	$461	$303,432	6.34%	$478
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$196,224	5.68%	$309	$224,550	4.69%	$354
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$337,338	9.77%	$531	$337,338	7.05%	$531
Early Education Allotment	$290,139	8.40%	$457	$290,139	6.06%	$457
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR A M OCHOA EL (108902104) DONNA ISD

Total Enrolled Membership: 332

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$2,352,472	100.00%	$7,086	$3,248,367	100.00%	$9,784
Operating-Payroll	$2,210,337	93.96%	$6,658	$2,985,527	91.91%	$8,993
Other Operating	$142,135	6.04%	$428	$262,840	8.09%	$792
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$2,352,472	100.00%	$7,086	$3,248,367	100.00%	$9,784
Instruction (11,95) *	$1,489,430	63.31%	$4,486	$2,227,499	68.57%	$6,709
Instructional Res/Media (12) *	$70,015	2.98%	$211	$108,031	3.33%	$325
Curriculum/Staff Develop (13) *	$16,452	0.70%	$50	$124,635	3.84%	$375
Instructional Leadership (21) *	$33,438	1.42%	$101	$33,438	1.03%	$101
School Leadership (23) *	$195,873	8.33%	$590	$196,532	6.05%	$592
Guidance/Counseling Svcs (31) *	$137,810	5.86%	$415	$148,743	4.58%	$448
Social Work Services (32) *	$15,328	0.65%	$46	$15,363	0.47%	$46
Health Services (33) *	$78,991	3.36%	$238	$78,991	2.43%	$238
Food (35) **	$146,378	6.22%	$441	$146,378	4.51%	$441
Extracurricular (36) * **	$0	0.00%	$0	$0	0.00%	$0
Plant Maint/Operation (51) * **	$142,179	6.04%	$428	$142,179	4.38%	$428
Security/Monitoring (52) * **	$26,578	1.13%	$80	$26,578	0.82%	$80
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$2,037,337	100.00%	$6,137	$2,933,232	100.00%	$8,835
Regular	$998,140	48.99%	$3,006	$1,484,698	50.62%	$4,472
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$583,304	28.63%	$1,757	$617,183	21.04%	$1,859
Accelerated Education	$0	0.00%	$0	$326,558	11.13%	$984
Bilingual	$6,955	0.34%	$21	$11,482	0.39%	$35
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$49,478	2.43%	$149	$93,851	3.20%	$283
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$143,712	7.05%	$433	$143,712	4.90%	$433
Early Education Allotment	$255,748	12.55%	$770	$255,748	8.72%	$770
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR T PRICE EL (108902103) DONNA ISD

Total Enrolled Membership: 446

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$2,936,211	100.00%	$6,583	$3,665,305	100.00%	$8,218
Operating-Payroll	$2,736,413	93.20%	$6,135	$3,398,044	92.71%	$7,619
Other Operating	$199,798	6.80%	$448	$267,261	7.29%	$599
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$2,936,211	100.00%	$6,583	$3,665,305	100.00%	$8,218
Instruction (11,95) *	$2,061,014	70.19%	$4,621	$2,641,269	72.06%	$5,922
Instructional Res/Media (12) *	$52,915	1.80%	$119	$83,876	2.29%	$188
Curriculum/Staff Develop (13) *	$55,170	1.88%	$124	$152,962	4.17%	$343
Instructional Leadership (21) *	$40,770	1.39%	$91	$40,770	1.11%	$91
School Leadership (23) *	$182,338	6.21%	$409	$182,838	4.99%	$410
Guidance/Counseling Svcs (31) *	$107,000	3.64%	$240	$119,576	3.26%	$268
Social Work Services (32) *	$17,691	0.60%	$40	$17,726	0.48%	$40
Health Services (33) *	$80,882	2.75%	$181	$87,857	2.40%	$197
Food (35) **	$197,934	6.74%	$444	$197,934	5.40%	$444
Extracurricular (36) * **	$0	0.00%	$0	$0	0.00%	$0
Plant Maint/Operation (51) * **	$110,738	3.77%	$248	$110,738	3.02%	$248
Security/Monitoring (52) * **	$29,759	1.01%	$67	$29,759	0.81%	$67
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$2,597,780	100.00%	$5,825	$3,326,874	100.00%	$7,459
Regular	$1,305,881	50.27%	$2,928	$1,690,243	50.81%	$3,790
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$468,182	18.02%	$1,050	$468,182	14.07%	$1,050
Accelerated Education	$0	0.00%	$0	$323,223	9.72%	$725
Bilingual	$141,473	5.45%	$317	$145,666	4.38%	$327
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$18,914	0.73%	$42	$36,230	1.09%	$81
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$250,559	9.65%	$562	$250,559	7.53%	$562
Early Education Allotment	$412,771	15.89%	$925	$412,771	12.41%	$925
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR M RIVAS EL (108902111) DONNA ISD

Total Enrolled Membership: 289

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$2,200,446	100.00%	$7,614	$3,403,193	100.00%	$11,776
Operating-Payroll	$2,076,532	94.37%	$7,185	$3,132,208	92.04%	$10,838
Other Operating	$123,914	5.63%	$429	$270,985	7.96%	$938
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$2,200,446	100.00%	$7,614	$3,403,193	100.00%	$11,776
Instruction (11,95) *	$1,451,767	65.98%	$5,023	$2,317,232	68.09%	$8,018
Instructional Res/Media (12) *	$72,070	3.28%	$249	$105,143	3.09%	$364
Curriculum/Staff Develop (13) *	$46,888	2.13%	$162	$329,658	9.69%	$1,141
Instructional Leadership (21) *	$28,921	1.31%	$100	$28,921	0.85%	$100
School Leadership (23) *	$197,870	8.99%	$685	$202,469	5.95%	$701
Guidance/Counseling Svcs (31) *	$99,141	4.51%	$343	$99,141	2.91%	$343
Social Work Services (32) *	$14,216	0.65%	$49	$15,254	0.45%	$53
Health Services (33) *	$36,134	1.64%	$125	$51,936	1.53%	$180
Food (35) **	$117,119	5.32%	$405	$117,119	3.44%	$405
Extracurricular (36) * **	$0	0.00%	$0	$0	0.00%	$0
Plant Maint/Operation (51) * **	$110,770	5.03%	$383	$110,770	3.25%	$383
Security/Monitoring (52) * **	$25,550	1.16%	$88	$25,550	0.75%	$88
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$1,947,007	100.00%	$6,737	$2,953,477	100.00%	$10,220
Regular	$800,850	41.13%	$2,771	$1,208,109	40.90%	$4,180
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$323,297	16.60%	$1,119	$323,297	10.95%	$1,119
Accelerated Education	$0	0.00%	$0	$521,043	17.64%	$1,803
Bilingual	$80,069	4.11%	$277	$86,135	2.92%	$298
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$71,950	3.70%	$249	$144,052	4.88%	$498
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$499,047	25.63%	$1,727	$499,047	16.90%	$1,727
Early Education Allotment	$171,794	8.82%	$594	$171,794	5.82%	$594
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

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2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR RUNN VIRTUAL LEARNING ACADEMY (108902105) DONNA ISD

Total Enrolled Membership: 236

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$1,779,650	100.00%	$7,541	$2,474,546	100.00%	$10,485
Operating-Payroll	$1,652,897	92.88%	$7,004	$2,274,938	91.93%	$9,640
Other Operating	$126,753	7.12%	$537	$199,608	8.07%	$846
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$1,779,650	100.00%	$7,541	$2,474,546	100.00%	$10,485
Instruction (11,95) *	$1,032,608	58.02%	$4,375	$1,604,306	64.83%	$6,798
Instructional Res/Media (12) *	$83,772	4.71%	$355	$119,394	4.82%	$506
Curriculum/Staff Develop (13) *	$39,656	2.23%	$168	$121,819	4.92%	$516
Instructional Leadership (21) *	$16,133	0.91%	$68	$16,133	0.65%	$68
School Leadership (23) *	$172,633	9.70%	$731	$173,133	7.00%	$734
Guidance/Counseling Svcs (31) *	$124,524	7.00%	$528	$129,437	5.23%	$548
Social Work Services (32) *	$10,240	0.58%	$43	$10,240	0.41%	$43
Health Services (33) *	$42,328	2.38%	$179	$42,328	1.71%	$179
Food (35) **	$100,297	5.64%	$425	$100,297	4.05%	$425
Extracurricular (36) * **	$1,099	0.06%	$5	$1,099	0.04%	$5
Plant Maint/Operation (51) * **	$123,812	6.96%	$525	$123,812	5.00%	$525
Security/Monitoring (52) * **	$32,548	1.83%	$138	$32,548	1.32%	$138
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$1,521,894	100.00%	$6,449	$2,216,790	100.00%	$9,393
Regular	$926,043	60.85%	$3,924	$1,320,160	59.55%	$5,594

Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0
Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$108,359	7.12%	$459	$108,359	4.89%	$459
Accelerated Education	$0	0.00%	$0	$261,029	11.78%	$1,106
Bilingual	$160,605	10.55%	$681	$165,923	7.48%	$703
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$53,067	3.49%	$225	$87,499	3.95%	$371
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$83,415	5.48%	$353	$83,415	3.76%	$353
Early Education Allotment	$190,405	12.51%	$807	$190,405	8.59%	$807
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

TEA | Office of School Finance | Forecasting & Fiscal Analysis

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR ELOY GARZA SALAZAR EL (108902117) DONNA ISD

Total Enrolled Membership: 457

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$3,271,959	100.00%	$7,160	$4,028,222	100.00%	$8,814
Operating-Payroll	$3,107,945	94.99%	$6,801	$3,761,619	93.38%	$8,231
Other Operating	$164,014	5.01%	$359	$266,603	6.62%	$583
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$3,271,959	100.00%	$7,160	$4,028,222	100.00%	$8,814
Instruction (11,95) *	$2,469,718	75.48%	$5,404	$3,048,012	75.67%	$6,670
Instructional Res/Media (12) *	$81,815	2.50%	$179	$118,299	2.94%	$259
Curriculum/Staff Develop (13) *	$44,531	1.36%	$97	$147,418	3.66%	$323
Instructional Leadership (21) *	$38,305	1.17%	$84	$38,305	0.95%	$84
School Leadership (23) *	$185,815	5.68%	$407	$186,613	4.63%	$408
Guidance/Counseling Svcs (31) *	$123,374	3.77%	$270	$130,258	3.23%	$285
Social Work Services (32) *	$15,110	0.46%	$33	$15,110	0.38%	$33
Health Services (33) *	$36,496	1.12%	$80	$67,412	1.67%	$148
Food (35) **	$142,865	4.37%	$313	$142,865	3.55%	$313
Extracurricular (36) * **	$0	0.00%	$0	$0	0.00%	$0
Plant Maint/Operation (51) * **	$108,330	3.31%	$237	$108,330	2.69%	$237
Security/Monitoring (52) * **	$25,600	0.78%	$56	$25,600	0.64%	$56
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$2,995,164	100.00%	$6,554	$3,751,427	100.00%	$8,209
Regular	$2,138,113	71.39%	$4,679	$2,298,901	61.28%	$5,030
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$205,438	6.86%	$450	$281,192	7.50%	$615
Accelerated Education	$0	0.00%	$0	$480,119	12.80%	$1,051
Bilingual	$16,050	0.54%	$35	$18,749	0.50%	$41
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$105,211	3.51%	$230	$142,114	3.79%	$311
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$282,652	9.44%	$618	$282,652	7.53%	$618
Early Education Allotment	$247,700	8.27%	$542	$247,700	6.60%	$542
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

TEA | Office of School Finance | Forecasting & Fiscal Analysis

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR CAPT D SALINAS II EL (108902112) DONNA ISD

Total Enrolled Membership: 461

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	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$3,063,041	100.00%	$6,644	$4,174,726	100.00%	$9,056
Operating-Payroll	$2,864,556	93.52%	$6,214	$3,890,582	93.19%	$8,439
Other Operating	$179,785	5.87%	$390	$265,444	6.36%	$576
Non-Operating(Equipt/Supplies)	$18,700	0.61%	$41	$18,700	0.45%	$41
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$3,044,341	100.00%	$6,604	$4,156,026	100.00%	$9,015
Instruction (11,95) *	$2,111,145	69.35%	$4,579	$3,092,706	74.41%	$6,709
Instructional Res/Media (12) *	$86,004	2.83%	$187	$126,201	3.04%	$274
Curriculum/Staff Develop (13) *	$81,308	2.67%	$176	$165,348	3.98%	$359
Instructional Leadership (21) *	$36,587	1.20%	$79	$36,587	0.88%	$79
School Leadership (23) *	$186,541	6.13%	$405	$186,541	4.49%	$405
Guidance/Counseling Svcs (31) *	$137,496	4.52%	$298	$142,825	3.44%	$310
Social Work Services (32) *	$12,569	0.41%	$27	$12,709	0.31%	$28
Health Services (33) *	$64,115	2.11%	$139	$64,533	1.55%	$140
Food (35) **	$153,138	5.03%	$332	$153,138	3.68%	$332
Extracurricular (36) * **	$1,095	0.04%	$2	$1,095	0.03%	$2
Plant Maint/Operation (51) * **	$140,985	4.63%	$306	$140,985	3.39%	$306
Security/Monitoring (52) * **	$33,358	1.10%	$72	$33,358	0.80%	$72
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$2,715,765	100.00%	$5,891	$3,827,450	100.00%	$8,302
Regular	$1,638,492	60.33%	$3,554	$2,279,359	59.55%	$4,944
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$257,831	9.49%	$559	$285,806	7.47%	$620
Accelerated Education	$0	0.00%	$0	$304,484	7.96%	$660
Bilingual	$82,684	3.04%	$179	$89,523	2.34%	$194
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$168,265	6.20%	$365	$299,785	7.83%	$650
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$153,355	5.65%	$333	$153,355	4.01%	$333
Early Education Allotment	$415,138	15.29%	$901	$415,138	10.85%	$901
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

Note: Some amounts may not total due to rounding.

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** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to PEIMS Financial Standard Reports to be used for the analysis of costs reported by comparable school districts.

TEA | Office of School Finance | Forecasting & Fiscal Analysis

2020-2021 PEIMS ACTUAL FINANCIAL DATA BY CAMPUS TOTALS FOR DANIEL SINGLETERRY SR (108902116) DONNA ISD

Total Enrolled Membership: 533

Download: *Excel* *PDF*

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	$3,369,279	100.00%	$6,321	$3,975,326	100.00%	$7,458
Operating-Payroll	$3,094,154	91.83%	$5,805	$3,614,958	90.93%	$6,782
Other Operating	$275,125	8.17%	$516	$360,368	9.07%	$676
Non-Operating(Equipt/Supplies)	$0	0.00%	$0	$0	0.00%	$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	$3,369,279	100.00%	$6,321	$3,975,326	100.00%	$7,458
Instruction (11,95) *	$2,538,274	75.34%	$4,762	$2,965,192	74.59%	$5,563
Instructional Res/Media (12) *	$72,418	2.15%	$136	$101,643	2.56%	$191
Curriculum/Staff Develop (13) *	$40,096	1.19%	$75	$144,584	3.64%	$271
Instructional Leadership (21) *	$37,903	1.12%	$71	$37,903	0.95%	$71
School Leadership (23) *	$185,738	5.51%	$348	$185,738	4.67%	$348
Guidance/Counseling Svcs (31) *	$120,599	3.58%	$226	$127,813	3.22%	$240
Social Work Services (32) *	$15,791	0.47%	$30	$16,242	0.41%	$30
Health Services (33) *	$36,486	1.08%	$68	$74,237	1.87%	$139
Food (35) **	$178,594	5.30%	$335	$178,594	4.49%	$335
Extracurricular (36) * **	$0	0.00%	$0	$0	0.00%	$0
Plant Maint/Operation (51) * **	$129,547	3.84%	$243	$129,547	3.26%	$243
Security/Monitoring (52) * **	$13,833	0.41%	$26	$13,833	0.35%	$26
Data Processing Svcs (53)* **	$0	0.00%	$0	$0	0.00%	$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	$3,047,305	100.00%	$5,717	$3,653,352	100.00%	$6,854
Regular	$2,081,962	68.32%	$3,906	$2,162,083	59.18%	$4,056
Gifted & Talented	$0	0.00%	$0	$0	0.00%	$0

Career & Technical	$0	0.00%	$0	$0	0.00%	$0
Students with Disabilities	$181,473	5.96%	$340	$281,553	7.71%	$528
Accelerated Education	$0	0.00%	$0	$417,349	11.42%	$783
Bilingual	$83,007	2.72%	$156	$91,504	2.50%	$172
Nondisc Alted-AEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Basic Serv	$0	0.00%	$0	$0	0.00%	$0
Disc Alted-DAEP Supplemental	$0	0.00%	$0	$0	0.00%	$0
T1 A Schoolwide-St Comp >=40%	$52,357	1.72%	$98	$52,357	1.43%	$98
Athletic Programming	$0	0.00%	$0	$0	0.00%	$0
High School Allotment	$0	0.00%	$0	$0	0.00%	$0
Prekindergarten	$327,264	10.74%	$614	$327,264	8.96%	$614
Early Education Allotment	$321,242	10.54%	$603	$321,242	8.79%	$603
Dyslexia or Related Disorder Serv	$0	0.00%	$0	$0	0.00%	$0
CCMR	$0	0.00%	$0	$0	0.00%	$0

Note: Some amounts may not total due to rounding.

* Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.

** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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TEA | Office of School Finance | Forecasting & Fiscal Analysis

Section 3

2021-22
District Accreditation Status

(TEA did not assign a status for 2021-22)

2021-2022 Accreditation Status

(will not be issued)

Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	**January 20, 2022**
SUBJECT:	**2021-2022 Assignment of Accreditation Statuses**
CATEGORY:	**Accreditation**
NEXT STEPS:	**Share with Appropriate Staff**

The assignment of district and charter school accreditation statuses is authorized by Texas Education Code (TEC), Chapter 39, Public School System Accountability, and 19 Texas Administrative Code (TAC), Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions. The rules define the accreditation statuses of Accredited, Accredited-Warned, Accredited-Probation, and Not Accredited-Revoked and describe how accreditation statuses are determined and assigned. These rules may be viewed at the *Texas Administrative Code* link available at https://tea.texas.gov/sites/default/files/ch097ee.pdf, and additional information regarding the assignment of accreditation statuses to districts and charter schools can be found on the *Accreditation Status* homepage of the Texas Education Agency (TEA or agency) website at http://tea.texas.gov/accredstatus/.

Recognizing the ongoing impact of COVID-19 and the unique challenges schools faced during the past school year, the agency did not issue A–F accountability ratings for the 2020–2021 school year. Pursuant to 19 TAC §97.1055(a)(13) when a rating of *Not Rated* or similar rating is issued to a school district, the commissioner of education (Commissioner) may withhold the assignment of an accreditation status. The Commissioner has decided not to assign accreditation statuses until the 2022-2023 school year under the authority of 19 TAC §97.1055. For purposes of determining multiple years of academically unacceptable or insufficient performance, the academic accountability ratings issued for the 2018-2019 school year and the 2021-2022 school year are consecutive. 19 TAC §97.1055(a)(10). In addition, the accreditation statuses issued for the 2019-2020 school year and for the 2022-2023 school year are consecutive, per 19 TAC §97.1055(a)(12).

Districts, including charter schools, that would have been assigned a status of Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked for the 2021-2022 school year due to the ratings assigned to the district in the state's financial accountability system will receive separate correspondence from the TEA detailing required next steps.

We appreciate the ongoing support of districts during the COVID-19 public health crisis. If you have questions, please contact the Division of Accreditation and Enforcement at (512) 463-5899 or via e-mail at accred@tea.texas.gov.

Sincerely,

Jeff Cottrill
Deputy Commissioner of Governance & Accountability

GUIDANCE RELATED TO THE ASSIGNMENT OF ACCREDITATION STATUSES

	Accredited-Warned	Accredited-Probation	Not Accredited-Revoked
Academic Accountability Rating	Two consecutive school years of an academic accountability rating of Academically Unacceptable or Improvement Required	Three consecutive school years of an academic accountability rating of Academically Unacceptable or Improvement Required	Four consecutive school years of an academic accountability rating of Academically Unacceptable or Improvement Required
Financial Accountability Rating	Two consecutive school years of a financial accountability rating of Substandard Achievement or Suspended--Data Quality	Three consecutive school years of a financial accountability rating of Substandard Achievement or Suspended--Data Quality	Four consecutive school years of a financial accountability rating of Substandard Achievement or Suspended--Data Quality
Individual Academic and Financial Accountability Rating Across Years	Two consecutive school years of any one of the ratings referenced above	Three consecutive school years of any one of the ratings referenced above	Four consecutive school years of any one of the ratings referenced above
Combined Academic and Financial Accountability Ratings in a Single Year	For one school year, a combination of ratings referenced above	For two consecutive school years, a combination of ratings referenced above	For three consecutive school years, a combination of ratings referenced above
Failure to Comply with Requirements Related to Integrity of Assessment or Financial Data Used to Measure Performance	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052
Failure to Comply with Requirements Related to Reporting of PEIMS Data	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39 051 and §39.052
Failure to Comply with Requirements Related to Other Reports Required by State or Federal Law or Court Order	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052
Failure to Comply with Requirements Related to Awarding High School Graduation under TEC, §28.025	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052

Failure to Comply with Any Applicable Requirement under TEC, §7.056(e)(3)(C)-(I)	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052	If commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052
Other: Action Reasonably Necessary to Achieve Purposes of TEC, §39.051 and §39.052	Notwithstanding the other items listed, if commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052	Notwithstanding the other items listed, if commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052	Notwithstanding the other items listed, if commissioner determines this action is reasonably necessary to achieve the purposes of TEC, §39.051 and §39.052
Serious or Persistent Deficiencies in Programs Monitored by PBMAS	After review or investigation under TEC, §39.056 or §39.057, the commissioner finds serious or persistent deficiencies that, if not addressed, may lead to probation or revocation of the district's accreditation	After review or investigation under TEC, §39.056 or §39.057, the commissioner finds serious or persistent deficiencies that, if not addressed, may lead to revocation of the district's accreditation	After review or investigation under TEC, §39.056 or §39.057, the commissioner finds serious or persistent deficiencies that require revocation of the district's accreditation
Otherwise Exhibits Serious or Persistent Deficiencies	After review or investigation under TEC, §39.056 or §39.057, the commissioner finds that the district exhibits other serious or persistent deficiencies that, if not addressed, may lead to probation or revocation of the district's accreditation	After review or investigation under TEC, §39.056 or §39.057, the commissioner finds serious or persistent deficiencies that, if not addressed, may lead to revocation of the district's accreditation	After review or investigation under TEC, §39.056 or §39.057, the commissioner finds serious or persistent deficiencies that require revocation of the district's accreditation
Legal Compliance with Statutes and Rules Specified in TEC, §39.052(b)(2)	Notwithstanding satisfactory or above satisfactory performance on other measures, a district's accreditation status may be assigned based on its legal compliance alone, to the extent the commissioner determines necessary	Notwithstanding satisfactory or above satisfactory performance on other measures, a district's accreditation status may be assigned based on its legal compliance alone, to the extent the commissioner determines necessary	Notwithstanding satisfactory or above satisfactory performance on other measures, a district's accreditation status may be assigned based on its legal compliance alone, to the extent the commissioner determines necessary

An accreditation status may be withheld pending final data necessary for the completion of status assignment.

For additional information on the assignment of accreditation statuses, see 19 Texas Administrative Code (TAC) §97.1055 at:
http://ritter.tea.state.tx.us/rules/tac/chapter097/ch097ee.html

This matrix provides guidance related to the assignment of accreditation statuses. Nothing in this document should be construed to substitute for the legal requirements reflected in statute or administrative code.

Section 4

District & Campus Performance Objectives

Donna Independent School District

District Improvement Plan

2021-2022

"THE DISTRICT"

Mission Statement

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

Vision

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

Core Beliefs

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to:

- **Provide a vertically aligned rigorous curriculum (PK-16).**
- **Provide well-planned student-centered instruction that focuses on project-based learning with real world connections.**
- **Provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills.**

2. We believe that educators have the most powerful impact on student achievement. As a result, we are determined to

- **Attract and retain highly qualified staff.**
- **Provide ongoing targeted staff development.**
- **Provide the most current research-based and state of the art instructional resources.**

3. We believe that educational equity and excellence will eliminate the achievement gap. As a result, we are determined to

- **Provide opportunities for every student to learn in a manner that is consistent with his/her learning style.**
- **Afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum.**
- **Provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources**

4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment. As a result, we are determined to

- **Enforce the policies of the Donna Independent School District's adopted Student Code of Conduct.**
- **Provide security measures at all campuses to establish a learning climate of mutual respect.**

- **Ensure that every staff member, campus, and classroom is supportive of all students and their unique differences.**

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

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

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

Donna Independent School District is the home to 22 schools: 14 elementary schools, 4 middle schools, 2 high schools, 1 early college high school, and 2 other.

As reported on the ***2019-2020*** Texas Academic Performance Report **(TAPR)** the **total enrollment** for the district is: **14,388** students with a total staff of **2,285.7**, consisting of: **979** teachers, **263.3** professional support staff, **42.9** campus administrators, and **232.6** educational aides.

The total number of students consist of: African American (0.0%), Hispanic (99.7%), White (0.2%), Economically Disadvantage (94.0%), English Language Learners (52.7%), Special Education (9.7%), Bilingual/ESL Education (54.4%), Career & Technology (64.3%), and Gifted & Talented (7.4%).

As reported on the ***2019-2020 TAPR Report*** the 2018-2019 attendance rate includes: African American (92.9%), Hispanic (94.0%), White (92.8%), Special Education (92.6%), Economically Disadvantage (94.0%), and English Language Learners (94.2%), for a total district attendance rate of (94.0%).

TAPR Accountability Rating

District and Campus ratings were provided for the 2019-2020 school year. **District Accountability Rating for 2020 was "Met Standard."**

Met Standard – 20 schools: Donna High School, Donna North High School, 3D Academy, AP Solis Middle School, Veterans Middle School, Dora M. Sauceda Middle School, W.A. Todd Middle School, B.G. Guzman Elementary, Truman Price Elementary, Ochoa Elementary, Runn Elementary, Stainke Elementary, Caceres Elementary, M. Rivas Elementary, Capt. Daniel Salinas III Elementary, , A.P. Munoz Elementary, Lenoir Elementary, Daniel Singleterry Sr. Elementary, Salazar Elementary, and J. Adame Elementary.

Distinction Designations

Distinction designations recognizes campuses with outstanding achievements. Campuses that received an accountability rating of **"Met Standard"** were eligible for distinctions in 2018 (stayed the same due to COVID-19 Pandemic) such as:

- **Academic Achievement in ELA/Reading**
- **Academic Achievement in Mathematics**
- **Academic Achievement in Science**

- **Academic Achievement in Social Studies**
- **Top 25% Student Progress**
- **Top 25% Closing Performance Gaps**
- **Postsecondary Readiness**

- **Academic Achievement in ELA/Reading**: Donna High School, AP Solis Middle school, Lenoir Elementary

- **Academic Achievement in Mathematics**: NONE
- **Academic Achievement in Science**: Donna High School, Donna North High School, Sauceda Middle School, Caceres Elementary, Munoz Elementary
- **Academic Achievement in Social Studies**: A.P. Solis Middle School
- **Academic Growth**: A.P. Solis Middle School, Caceres Elementary
- **Closing the Gaps**: A.P. Solis Elementary, Adame Elementary
- **Postsecondary Readiness**: Donna North High School, A.P. Solis Middle School, Adame Elementary

Demographics

- Describe the context of the school and school district.
- Help us understand all other numbers.
- Are used for disaggregating other types of data.
- Describe our system and leadership.

PEIMS District Snapshot Data

Student Category	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
	Count	Count	Count	Count
Enrollment Count				
Total Enrollment	14,818	14,459	14,400	13,853
Gender				
Female	7,253	7,022	7,033	6,716
Male	7,565	7,437	7,367	7,137
Ethnic Distribution				
Asian	3	3	2	3
Black African American	10	5	7	3
Hispanic Latino	14,771	14,418	14,363	13,817
American Indian-Alaska Native	0	0	0	2
Native Hawaiian Pacific Islander	0	2	0	0
Two or More	2	1	2	1
White	32	30	26	27
Student by Indicator				
Alternative Bilingual Language Program	0	0	586	360
Alternative ESL Language Program	0	0	234	240
At Risk	11,801	11,773	11,414	10,934
Bilingual	4,438	3,940	3,689	3,552
Career and Technical Education	3,644	4,241	4,357	0
Dyslexia	64	73	86	85
ESL	2,972	3,607	3,320	3,510
Foster Care	23	13	11	19
Gifted and Talented	1,254	1,175	1,069	1,239
IEP Continuer	20	23	29	31
Immigrant	258	243	253	210
Intervention Strategy	0	734	553	620
Migrant	921	821	772	579
Military Connected	13	7	15	17
Section 504	0	523	525	494
Special Education	1,257	1,319	1,410	1,437

PEIMS District Snapshot Data (Continue)

Student Category	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
	Count	Count	Count	Count
Economic Disadvantage				
Free	8,830	10,700	9,851	10,299
Reduced	0	0	39	79
Other	5,071	2,905	3,651	2,730
Regular	12,704	12,337	12,180	11,716
Homeless				
Doubled Up	557	604	588	579
Unsheltered	202	270	265	326
Shelter	11	17	34	36
Total Homeless	770	891	887	941
Unaccompanied Youth	189	199	181	146

LEP				
Regular	6,642	6,694	6,850	6,663
Special Education	618	658	731	734
Total LEP	7,260	7,352	7,581	7,397

Fall Enrollment by At-Risk Comparison (4 years)

At Risk Student Count	2017-2018	2018-2019	2019-2020	2020-2021
0 - Not receiving services	3,017	2,686	2,986	2,919
1 - Participant in pgm or svc	11,801	11,773	11,414	10,934
TOTALS	14,818	14,459	14,400	13,853

2017-2018 to 2018-2019 Difference of 28 Students
2018-2019 to 2019-2020 Difference of 359 Students
2019-2020 to 2020-2021 Difference of 480 Students

Staff-Fall/Summer by Highest Degree Level

Highest Degree Level	17-18	18-19	19-20	20-21
0 - No Bachelor's degree or higher	1,108	1,016	959	917
1 - Bachelor's	1,137	1,089	1,006	1,001
2 - Master's	364	359	349	340
3 - Doctorate	3	6	9	9
TOTALS	2,612	2,470	2,323	2,267

Highest degrees have stayed steady for the past 4 years.

Retention Rate for Teachers by Campus Comparison

(4 years)

Retention Rate By Campus	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021
001 - Donna H S	86.3%	88.7%	87.2%	87.0%
005 - Donna Alternative Education Progra	100.0%	100.0%	100.0%	86.6%
006 - 3d Academy	85.7%	100.0%	66.6%	85.7%
007 - Donna North H S	79.8%	84.5%	80.4%	87.3%
045 - A P Solis Middle	88.3%	91.6%	89.7%	84.9%
046 - Veterans Middle	87.0%	86.9%	85.0%	91.7%
047 - Dora M Sauceda Middle	85.3%	82.3%	83.1%	77.7%
048 - W A Todd Middle	82.5%	80.7%	81.4%	83.5%
102 - Guzman EL	88.0%	68.0%	95.6%	91.3%
103 - T Price EL	85.7%	82.7%	93.1%	90.0%
104 - A M Ochoa EL	92.8%	72.4%	92.0%	80.7%
105 - Runn EL	90.4%	80.9%	85.7%	88.8%
106 - C Stainke EL	90.6%	93.9%	87.5%	93.3%
109 - J W Caceres EL	85.7%	85.1%	79.1%	81.8%
111 - M Rivas EL	78.5%	90.3%	89.2%	77.7%
112 - Capt D Salinas II EL	89.2%	89.1%	94.1%	97.2%
113 - Patricia S Garza EL	78.0%	91.8%	94.7%	83.7%
114 - Maria Alicia P Munoz EL	97.6%	88.3%	88.8%	83.6%
115 - Le Noir EL	88.8%	81.4%	80.0%	100.0%
116 - Daniel Singleterry Sr	79.3%	84.8%	90.3%	90.0%
117 - Eloy Garza Salazar EL	90.0%	88.5%	93.7%	87.8%
118 - Julian S Adame	87.5%	80.0%	84.8%	87.0%
District Rates	89.80%	90.70%	90.20%	91.10%

The top 5 campuses with good retention rates.

	District / Campus	Average (3 Years)
1	Donna Alternative Education Program	95.56%
2	Salinas II EL	93.51%
3	Stainke EL	91.59%
4	Garza EL	90.14%
5	Salazar EL	90.07%
6	A P Solis Middle	88.78%
7	Price EL	88.62%
8	Singleterry Sr	88.39%

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Teacher Years of Experience Comparison (4 Years)

Years of Experience by Subject	2017 - 2018		2018 - 2019		2019 - 2020		2020 - 2021	
	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage	FTE Count	Percentage
Beginning Teachers	83.4	7.8%	42.5	4.1%	22.1	2.3%	51.1	5.3%
All Core Subjects	54.3	65.0%	28.6	67.1%	11.9	53.9%	34.3	67.2%
Reading / ELA	26.9	32.2%	4.9	11.4%	3	13.8%	15.6	30.5%
Mathematics	12	14.3%	8.8	20.7%	2.8	12.8%	8.5	16.7%
Science	9.4	11.3%	4	9.5%	3.2	14.5%	5.3	10.0%
Social Studies	6	7.2%	2.3	5.4%	2.9	13.0%	5.1	10.0%
1 - 5 Years Experience	383.6	36.1%	377.1	36.7%	294.4	30.1%	229.8	23.6%
All Core Subjects	240.1	62.6%	241.3	64.0%	187.6	63.7%	146.9	63.9%
Reading / ELA	105.9	27.6%	112.1	29.7%	82.4	28.0%	59.4	25.9%
Mathematics	57.4	15.0%	58	15.4%	46.7	15.9%	40.1	17.4%
Science	41	10.7%	40.4	10.7%	36.6	12.4%	27.3	11.9%
Social Studies	35.8	9.3%	30.8	8.2%	21.8	7.4%	20.1	8.8%
6 - 10 Years Experience	203.2	19.1%	186.6	18.1%	220.3	22.5%	243.7	25.0%
All Core Subjects	121.1	59.6%	121.8	65.3%	143.6	65.2%	153.6	63.0%
Reading / ELA	47	23.1%	48.8	26.1%	57.2	26.0%	59.1	24.3%
Mathematics	28.8	14.2%	28.1	15.0%	31.2	14.2%	34.7	14.2%
Science	23.3	11.4%	20.8	11.1%	25.6	11.6%	31.1	12.7%
Social Studies	22.1	10.9%	24.2	13.0%	79.6	13.4%	28.8	11.8%
11 - 20 Years Experience	273	25.7%	300.2	29.2%	323.5	33.0%	333	34.2%
All Core Subjects	145.7	53.4%	163.8	54.6%	180.1	55.7%	184.6	55.4%
Reading / ELA	57.9	21.2%	64	21.3%	67	20.7%	69.6	20.9%
Mathematics	46.7	17.1%	49.6	16.5%	56.9	17.6%	57.4	17.2%
Science	21.4	7.8%	26	8.7%	27.6	8.5%	28.8	8.6%
Social Studies	19.7	7.2%	24.2	8.1%	28.6	8.8%	28.8	8.6%
Over 20 Years Experience	120.8	11.4%	122.4	11.9%	118.7	12.1%	115.2	11.8%
All Core Subjects	62.8	52.0%	61.7	50.4%	59.1	49.8%	56.9	49.4%
Reading / ELA	24.3	20.1%	23.2	18.9%	22.1	18.6%	20.2	17.5%
Mathematics	14.9	12.4%	14.1	11.5%	14	11.8%	15.7	13.6%
Science	8.5	7.1%	11.2	9.2%	9	7.6%	8.1	7.1%
Social Studies	15	12.4%	13.3	10.8%	13.9	11.7%	12.9	11.2%
Total Teacher FTEs	1064	100.0%	1028.8	100.0%	979	100.0%	972.9	100.0%

English Learners Comparison Percentages (4 Years)

Campus	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent	EL Pop	Total Pop	Percent
001 - Donna H S	545	2,045	26.65%	606	2,046	29.62%	699	2,094	33.38%	766	2,042	37.51%
003 - Hidalgo Co J J A E P	3	6	50.00%	0	1	0.00%	2	2	100.00%	6	8	75.00%
006 - 3d Academy	69	142	48.59%	75	158	47.47%	76	146	52.05%	65	127	51.18%
007 - Donna North H S	752	2,162	34.78%	878	2,180	40.28%	993	2,187	45.40%	1,070	2,135	50.12%
009 - Donna Early College H S	0	0	0.00%	0	0	0.00%	0	0	0.00%	38	93	40.86%
045 - A P Solis Middle	417	842	49.52%	438	850	51.53%	446	855	52.16%	454	864	52.55%
046 - Veterans Middle	469	858	54.66%	542	890	60.90%	588	872	67.43%	640	881	72.64%
047 - Dora M Sauceda Middle	520	882	58.96%	528	828	63.77%	503	770	65.32%	455	719	63.28%
048 - W A Todd Middle	240	732	32.79%	265	722	36.70%	273	738	36.99%	283	754	37.53%
102 - Guzman EL	128	385	33.25%	126	370	34.05%	129	396	32.58%	122	354	34.46%
103 - T Price EL	233	507	45.96%	227	462	49.13%	221	477	46.33%	203	446	45.52%
104 - A M Ochoa EL	197	439	44.87%	192	423	45.39%	188	415	45.30%	126	332	37.95%
105 - Runn EL	214	311	68.81%	201	299	67.22%	183	260	70.38%	161	238	67.65%
106 - C Stainke EL	234	557	42.01%	219	527	41.56%	233	526	44.30%	227	478	47.49%
109 - J W Caceres EL	226	415	54.46%	166	356	46.63%	175	354	49.44%	141	318	44.34%
111 - M Rivas EL	330	445	74.16%	251	340	73.82%	217	297	73.06%	210	289	72.66%
112 - Capt D Salinas II EL	408	589	69.27%	375	526	71.29%	365	536	68.10%	310	461	67.25%
113 - Patricia S Garza EL	472	602	78.41%	485	625	77.60%	483	624	77.40%	424	564	75.18%
114 - Maria Alicia P Munoz EL	558	752	74.20%	593	804	73.76%	676	862	78.42%	470	636	73.90%
115 - Le Noir EL	128	401	31.92%	140	405	34.57%	121	410	29.51%	110	408	26.96%
116 - Daniel Singleterry Sr	374	536	69.78%	393	542	72.51%	392	515	76.12%	398	533	74.67%
117 - Eloy Garza Salazar EL	323	553	58.41%	283	522	54.21%	260	511	50.88%	215	457	47.05%
118 - Julian S Adame	420	657	63.93%	369	583	63.29%	358	553	64.74%	503	716	70.25%
Donna ISD	7,260	14,818	48.99%	7,352	14,459	50.85%	7,581	14,400	52.65%	7,397	13,853	53.40%

The top 5 campuses with ELL Learners

	Campus	Average (3 years)
1	Garza Elementary	76.73%
2	Munoz Elementary	75.36%
3	Singleterry Elementary	74.43%
4	Rivas Elementary	73.18%
5	Salinas Elementary	68.88%

English Language LEARNERS

"THE DISTRICT"

Student Mobility Rate

Campus	2017 - 2018			2018 - 2019			2019 - 2020			2020 - 2021		
	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate	Mobile Students	All Students	Mobility Rate
Donna H S	331	2,184	15.16%	293	2,180	13.44%	271	2,228	12.16%	171	2,132	8.02%
Hidalgo Co J J A E P	6	6	100.00%	5	5	100.00%	9	9	100.00%	1	1	100.00%
3d Academy	221	270	81.85%	244	308	79.22%	214	252	84.92%	88	177	49.72%
Donna North H S	345	2,310	14.94%	313	2,318	13.50%	301	2,052	14.67%	209	2,224	9.40%
Donna Early College H S	0	0	ND	0	0	ND	0	0	ND	6	95	6.32%
A P Solis Middle	163	943	17.29%	149	950	15.68%	121	936	12.93%	86	906	9.49%
Veterans Middle	125	944	13.24%	130	964	13.49%	137	964	14.21%	83	933	8.90%
Dora M Sauceda Middle	157	976	16.09%	142	915	15.52%	111	831	13.36%	72	764	9.42%
W A Todd Middle	97	782	12.40%	84	767	10.95%	95	782	12.15%	78	802	9.73%
Guzman EL	60	321	18.69%	47	315	14.92%	81	315	25.71%	54	297	18.18%
T Price EL	69	445	15.51%	63	411	15.33%	67	399	16.79%	54	353	15.30%
A M Ochoa EL	83	415	20.00%	98	393	24.94%	86	374	22.99%	73	333	21.92%
Runn EL	46	282	16.31%	51	251	20.32%	55	234	23.50%	30	215	13.95%
C Stainke EL	98	489	20.04%	69	418	16.51%	66	429	15.38%	66	380	17.37%
J W Caceres EL	87	385	22.60%	90	342	26.32%	48	306	15.69%	65	287	22.65%
M Rivas EL	99	373	26.54%	90	311	28.94%	48	234	20.51%	49	230	21.30%
Capt D Salinas II EL	125	548	22.81%	103	498	20.68%	80	449	17.82%	53	385	13.77%
Patricia S Garza EL	114	541	21.07%	106	517	20.50%	78	479	16.28%	69	457	15.10%
Maria Alicia P Munoz EL	118	649	18.18%	120	680	17.65%	112	716	15.64%	98	554	17.69%
Le Noir EL	77	380	20.26%	49	330	14.85%	53	316	16.77%	81	322	25.16%
Daniel Singleterry Sr	105	487	21.15%	91	470	19.36%	63	418	15.07%	71	433	16.40%
Eloy Garza Salazar EL	112	526	21.29%	88	461	19.09%	65	409	15.89%	46	378	12.17%
Julian S Adame	97	567	17.11%	49	495	9.90%	56	435	12.87%	66	602	10.96%
District	2,263	14,361	15.76%	2,098	13,923	15.07%	1,876	13,496	13.90%	1,426	12,997	10.97%

The top 5 campuses with Highest Mobility Rates

	Campus	Average
1	3D Academy	71.19%
2	Ochoa Elementary	23.75%
3	Rivas Elementary	23.58%
4	Caceres Elementary	21.55%
5	Guzman Elementary	19.58%

"THE DISTRICT"

Demographics Strengths

Demographic Strengths

- Special Education enrollment is increasing
- Diverse population
- Teachers' cultural background mirrors background of students
- Teachers' are representative of district student demographics
- There is a high percentage of Hispanic teachers assisting students (culturally responsive)
- There are different strategists assisting teachers and students (ELA, Math, Science, Social Studies, Bilingual, and Migrant)
- Computer based programs are provided to help with student achievement
- Departments are able to extract data to demographic levels
- The teacher demographics meets needs of English Language Learners

Demographic Needs

District efforts need to continue being directed to high ELL population and implementation of research based strategies to close the academic gap between ELL's and Non-ELL's. Focus should be on closing the literacy gap as well.

- Continue implementation of Bilingual curriculum
- District needs to improve the transition from elementary to secondary schools for ELL's
- District efforts need to continue being directed to the special education population to close the gaps
- Continue to increase differentiated instruction for Special Education, ELL's, & G/T students
- Improve attendance for better ADA
- Increase trainings by professionals/consultants
- Increase vertical and horizontal alignment meetings
- Continue the effort to meet and exceed the State Passing Rate in all areas of the STAAR Testing
- Replace outdated material
- Recruit and retain effective teachers, principals, and other instructional staff

Problem Statements Identifying Demographics Needs

Problem Statement 1: Donna ISD student population is decreasing from 14,459 to 14,000. **Root Cause:** Students are enrolling in nearby public charter schools or neighboring districts.

Problem Statement 2: 79.3% of students are identified at risk as compared to the state rate of 50.6% **Root Cause:** Large percentage of students not passing STARR/state exam.

Student Learning

Student Learning Summary

2019 ACCOUNTABILITY SUMMARY

	Component Score	Scale Score	Letter Grade	Final
Domain I: Student Achievement		**79**	**C**	
STAAR Performance	40	70		
CCMR	62	91		
Graduation Rate	93.6	75		
Domain II: School Progress		**89**	**B**	
Part A: Academic Growth	64	65	D	
Part B: Relative Performance (Eco Dis: 94%)	51	89	B	
Domain III: Closing the Gaps	**43**	**74**	**C**	
Overall Scaled Score				85

Overall Score

Overall Rating	B

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

HOW ARE OUR STUDENTS DOING?

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	Region 01	District
All Grades All Subjects				
At Approaches Grade Level or Above	2019	78%	79%	**71%**
	2018	77%	77%	**70%**
At Meets Grade Level or Above	2019	50%	50%	**37%**
	2018	48%	47%	**37%**
At Masters Grade Level	2019	24%	22%	**13%**
	2018	22%	20%	**13%**
All Grades ELA/Reading				
At Approaches Grade Level or Above	2019	75%	74%	**61%**
	2018	74%	72%	**60%**
At Meets Grade Level or Above	2019	48%	45%	**31%**
	2018	46%	43%	**29%**
At Masters Grade Level	2019	21%	18%	**10%**
	2018	19%	16%	**10%**
All Grades Mathematics				
At Approaches Grade Level or Above	2019	82%	85%	**79%**
	2018	81%	83%	**80%**
At Meets Grade Level or Above	2019	52%	55%	**42%**
	2018	50%	52%	**43%**
At Masters Grade Level	2019	26%	28%	**17%**
	2018	24%	25%	**17%**
All Grades Writing				
At Approaches Grade Level or Above	2019	68%	73%	**63%**
	2018	66%	68%	**56%**
At Meets Grade Level or Above	2019	38%	41%	**31%**
	2018	41%	42%	**29%**
At Masters Grade Level	2019	14%	15%	**10%**
	2018	13%	12%	**8%**
All Grades Science				
At Approaches Grade Level or Above	2019	81%	83%	**76%**
	2018	80%	81%	**76%**
At Meets Grade Level or Above	2019	54%	54%	**43%**
	2018	51%	50%	**40%**
At Masters Grade Level	2019	25%	23%	**14%**
	2018	23%	20%	**13%**
All Grades Social Studies				

DISD was up 1% at the Approaches level from previous year, but still below region and state. There were no changes in the Meets and Masters levels.

DISD ELA was up 1% at the Approaches level, 2% at the Meets level and remained the same at the Masters level from previous year, but still below region and state.

DISD Math was down 1% at the Approaches level, 1% at the Meets level and remained the same at the Masters level from previous year, but still below region and state.

DISD Writing was up 7% at the Approaches level, 2% at the Meets level and 2% at the Masters level from previous year, but still below region and state.

DISD Science remained the same at the Approaches level, up 3% at the Meets level and 1% at the Masters level from previous year, but still below region and state.

At Approaches Grade Level or Above	2019	81%	81%	80%
	2018	78%	79%	80%
At Meets Grade Level or Above	2019	55%	52%	47%
	2018	53%	50%	51%
At Masters Grade Level	2019	33%	28%	23%
	2018	31%	26%	25%

DISD Social Studies remained the same at the Approaches level, down 4% at the Meets level and 2% at the Masters level from previous year, but still below region and state.

PBMAS/RDA Indicator Summary Tables

2019 and Beyond RDA (Results Driven Accountability)

Content Ratings Summary

	DISD 2018 Indicators	DISD 2019 Indicators	Change
Math	6	1	-5
Reading	17	5	-12
Writing	13	5	-8
ELA	19	11	-8
Total English	49	21	-28
Science	16	6	-10
Social Studies	8	3	-5
Totals	128	52	-76

Special Population Ratings Summary

	DISD 2018 Indicators	DISD 2019 Indicators	Change
Bilingual	20	0	-20
CTE	7	9	2
Special Ed.	20	16	-4
Title 1	3	1	-2
Migrant	6	5	-1

Content by Special Population Summaries

Math

	DISD 2018 Indicators	DISD 2019 Indicators	Change
Bilingual	1	0	-1
CTE	2	0	-2
Special Ed.	2	1	-1
Title 1	0	0	0
Migrant	0	0	0

Science

	DISD 2018 Indicators	DISD 2019 Indicators	Change
Bilingual	5	0	-5
CTE	5	3	-2
Special Ed.	5	3	-2
Title 1	0	0	0
Migrant	1	0	-1

Reading/Writing/ELA

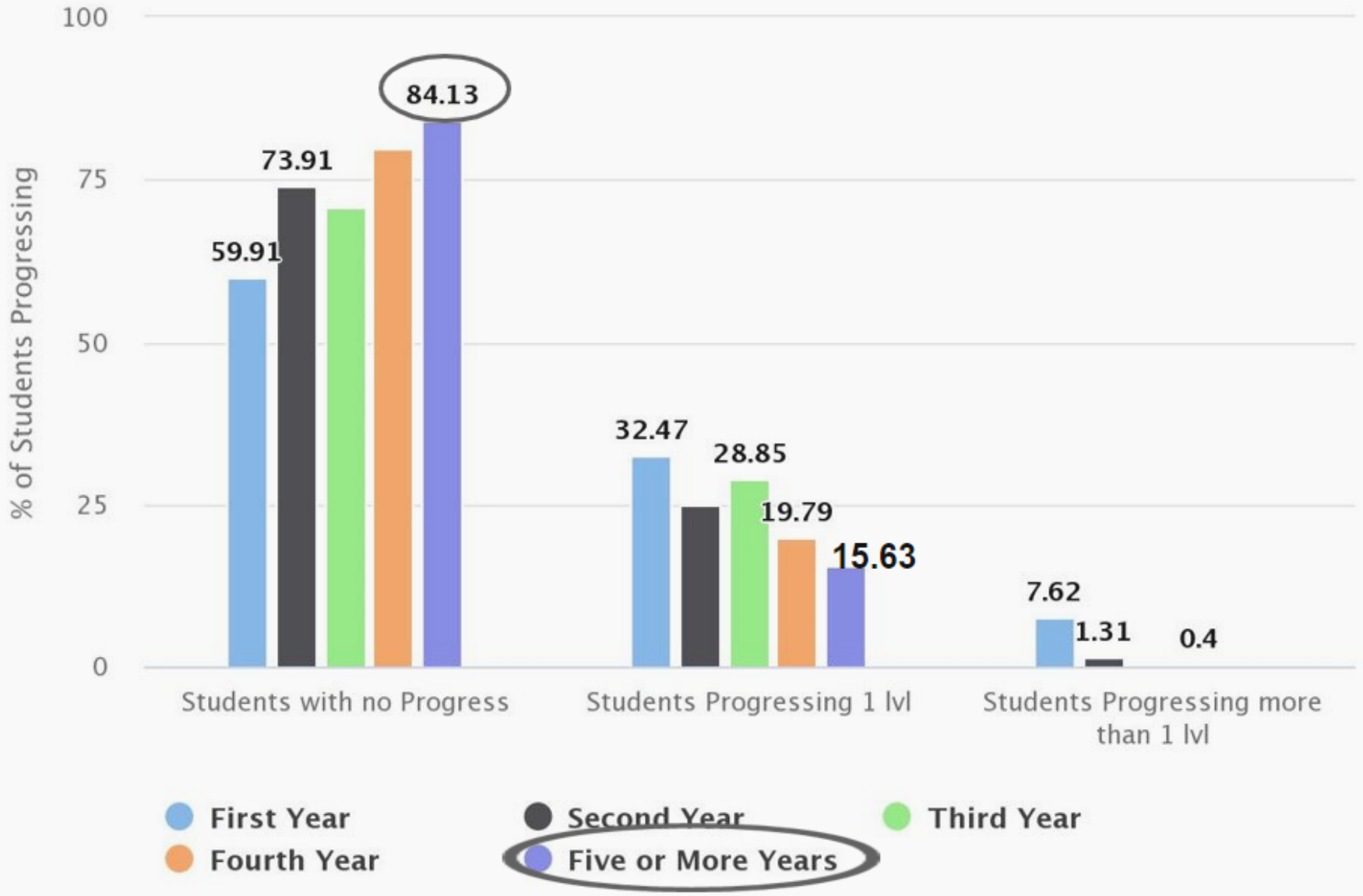
	DISD 2018 Indicators	DISD 2019 Indicators	Change
Bilingual	17	0	-17
CTE	8	5	-3
Special Ed.	13	10	-3
Title 1	5	1	-4
Migrant	6	5	-1

Social Studies

	DISD 2018 Indicators	DISD 2019 Indicators	Change
Bilingual	3	0	-3
CTE	1	1	0
Special Ed.	3	2	-1
Title 1	1	0	-1
Migrant	0	0	0

*In PBMAS a lower indicator score is a good sign. Our goal is 0.

2018-2019 TELPAS COMPOSITE RATING BY PROGRESS (INCLUDING YEARS IN U.S. SCHOOLS)



Student Learning Strengths

- In tracking 6 years of student achievement data for Donna ISD (all subjects, all tests) there has been a consistent increase in the percentage of student success on STAAR exams (approaches level or higher)

- 2014: 60%
- 2015: 62%
- 2016: 64%
- 2017: 66%
- 2018: 70%
- 2019: 71%

- In comparison to the 2018 PBMAS report, the 2019 RDA report (Results Driven Accountability) indicators across all contents and most special populations improved.
- Tracking the data of the special pops over the past five years via PBMAS and RDA shows a significant positive trend in student performance.
- More formative assessments are available for teacher use to track student learning data as a result of students having access to devices.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Many students are reading below grade level **Root Cause:** There is inconsistent implementation of guided reading and decision-making about language of instruction and assessment

Problem Statement 2: The needs of diverse learners are not met in all classrooms **Root Cause:** Some teachers need additional support and/or staff development in pedagogy to address learners' needs; not all teachers attend or implement strategies during staff development provided

District Processes & Programs Summary

Personnel

Donna ISD values hiring and retaining talented and effective personnel by ensuring a competitive compensation plan (pay raises the past two school years) for all district employees. DISD makes it a high priority in reporting that 100 % of district teachers are highly qualified and certified. The teacher turnover rate in DISD is below the state average as reported on the latest TAPR report. The district's recruitment efforts include online notifications of job openings, job requirements, teacher incentives, sign on bonus, and increased teacher pay to recruit highly qualified and effective staff. The district studies and proposes revisions to the instructional and co-curricular stipends that support the needs of our district in the areas of special populations (certified Special Education, Advanced Academics (GT), CTE and Bilingual). DISD will also continue to provide stipends to teachers who acquire a Master's degree in a core subject being taught. Managing the growth of student needs requires a constant focus on staff quality, recruitment, and retention. DISD will continue to maintain a competitive compensation plan to assist in retaining the best talent, and provide intentional professional learning for teaching staff. The Teacher Incentive Allottment (TIA) will be offered to teachers who meet requirements.

Curriculum

Donna Independent School District C & I has a phased in curriculum plan to support improvement as the curriculum is being taught and assessed for all learners. Data such RDA (result driven accountability) TAPR (Texas Academic Performance Report) are utilized to determine need to reevaluate and renew curriculum in order to meet group specific and overall

learner's needs. Teachers select and identify weekly assessments uploaded in the SharePoint curriculum that align with the instruction conducted for the week. Through alignment of curriculum, assessments are aligned to ensure they are relevant to the curriculum and to TEK and state assessment standards. Teachers are surveyed by the curriculum department requesting feedback on assessment alignment with taught curriculum and ways to improve. Assessments are also evaluated at the end of every six weeks through Trekking Through the TEKS for instruction alignment and adjustment. Targeted instruction of Tier 3 students through Guided Reading, flowchart available. Sheltered instruction is practiced for EL students. Targeted tutoring for all students is available during scheduled High Impact Tutorials (HIT) and before and afterschool. Students are also given the opportunity to receive support during after school program support, 21st Century/ACE program. Streamlining of RTI, SpEd, 504, and LPACing processes through one documenting system is in place through SuccessEd. Guidance documents also available for each program. Mon – Thursday – built in Intervention – teachers target students not on- track and remaining students continue to strengthen skills through center rotations. Student growth being tracked through (SLO) Student Learning Objective and using the instrument of the Student Growth Tracker. Data talks/meetings with teachers from all STAAR testing content areas which includes campus administration. Data Reading Level talks/meetings are held with K-2nd teachers. Over 300 trainings/meetings have occurred that deal with instruction, curriculum, and/or leadership. Instructional Planning Days are identified on the school calendar. Bundle/Comprehensive/Benchmark Data shared with campuses/departments. PLCs. Research based staff development aligned to performance data. Surveys to determine decisions. Various types of staff development provide to teachers; data analysis, accountability, intervention, special programs, literacy, PLC, TTESS, SLO, technology, cooperative, sheltered instruction, content, etc. Monitoring/Tracking Systems like Eduphoria (Lesson Plans, walkthroughs, student data, staff development, work orders, TTESS, TPESS); SuccessEd (LPAC, SpEd, RTI, 504); Istation are in place and accessible to both administration and

teachers.

Communication

Communication at the district and campus level are evident through the existence of various committees such as the District Advisory Committee, Campus Advisory Committee, Section 504 committees, RTI committees, LPAC, staff meetings, departent head meetings, climate surveys, and teacher surveys. Data reading level talks/meetings are held with district and campus level personnel to review reading data and target student needs and develop student goals.

District Processes & Programs Strengths

DISD is committed to recruiting and retaining the best HQ teaching and administrative staff. DISD will continue to provide competitive wages and benefits, including employee health, dental, and life insurance. The Human Resources Department, in collaboration with other district departments, participate and continue to improve the New Employee Orientation sessions and other human resources processes to better meet the needs of district employees.

District Processes & Program Strengths

- New Teacher Orientation
- Leadership Academy
- Region One SubHub Teacher Orientation

- New Teacher/Mentor Program (with stipends)
- New Principal Mentor Program
- 100% Highly Qualified Staff
- Competitive Annual Stipends board approved as per 2021-2022 Compensation Plan
- Distinction Designations-Teacher Incentive Allottment
- Campus support - inclusion teachers and co-teachers
- District Advisory Committee
- Campus Advisory Committee
- Staff Meetings
- Department Head Meetings
- Climate Surveys
- Needs Assessment Process
- PK-3 and PK-4 Programs
- CTE Department expansion of CTE courses
- STEAM campuses
- ECHS campus-Year 2
- Fine Arts Academy
- Continuation of student use of Chromebooks (3rd grade - 12th grade) and Ipads (kinder-1st grade)
- 21st Century After School Program
- Learning Loss Committee
- RSSP Committee
- Learn & Lead Safely Committee
- Blended Learning Committee
- Teacher Incentive Allottment Committee
- Afterschool Program Support

- Student growth monitored through SLO
- Parent Learning Academies
- Community Partnerships
- Steamline and greater efficiency of RTI/504/Bilingual/Special Education Program Management System
- Master schedule allows for additional student support in High Impact Tutorials and Accelerated Learning
- Instructional Planning Days
- All campuses have a PBIS leadership team
- Dyselxia screening in K-5th grade

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: To continue the meet the needs of our students, Donna ISD will need to continue to recruit and retain hard to fill positions including Special Education, Bilingual teachers, mathematics, and Career and Technical Education vacancies. **Root Cause:** Increase in student enrollments in those programs, rising expectations for teachers, and test-based accountability systems. Teachers do not have the Spanish proficiency level needed to pass the bilingual certification exam due to lack of sense of teacher urgency.

Problem Statement 2: Students with disabilities are reading below grade level and is impacting the Special Education EOC passing rate in the areas of Science and ELA with a district performance rate of 34.55% and 11.0% respectively. **Root Cause:** A significant percentage of our students are reading below grade level.

Problem Statement 3: Several programs, systems, and/or processes are in place to support student performance; however, there is still a disconnect when it comes to fidelity, alignment, streamlining, next steps, and accountability for these processes. **Root Cause:** There is lack of unity among stakeholders to fully support programs, systems, and/or processes across the district to support student performance.

Perceptions

Perceptions Summary

The current data regarding perceptions indicate an overall positive culture and climate, but data from stakeholders is rather limited. Only a fraction of DISD stakeholders (educators and parents alike) actually participated in these perception surveys. For example, only 534 educators participated in the District Needs Assessment Survey on Perceptions and 2,851 parents responded to the DISD Parent and Family Engagement Spring Survey. Although the data from these surveys was overwhelmingly positive, the lack of participation by stakeholders indicates that some individuals feel disengaged with the district.

Perceptions Strengths

Parent to School Connection

- The Public Relations Department routinely posts and publishes stories that showcase the achievements of DISD.
- Campuses & departments have social media accounts (i.e. Facebook and Twitter) where they celebrate students' successed and highlight upcoming school events.
- Campuses routinely use text messaging as a way to quickly and efficiently share valuable information in a transparent fashion.
- The implementation of Google Classroom and other technology apps have created opportunities for parents to engage in their child's education.
- The Curriculum & Instruction Deparment's ongoing "Pulse Checks" help the department to identify instructional trends and gauge teacher perceptions.
- The Parental Invovlement Department implements multiple surveys to ascertain perceptions of both staff and parents in order to build a bridge between these important stakeholders.

Safety

- Students and staff feel physically safe at their worksite and parents generally feel that the school takes every precaution to keep their child safe.
- Keyless entry systems were installed at each campus as well night locks in each classroom.
- Raptor system in place to check in any visitors on campus.
- Safe Schools online training is required for all district staff and the police department conducts trainings periodically.
- The district has no persistently dangerous campuses identified.
- All secondary campuses have officers on site; elementary campuses have security guards.

Extracurricular Activities

- Secondary campuses have a wide variety of extracurricular activities in academics, fine arts and athletics.
- While elementary campuses do not have as many extracurricular opportunities in place, there is a concerted effort to increase these opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Develop a habit of implementing a Culture & Climate survey twice a year (once per semester) for all district stakeholders. **Root Cause:** The district did not schedule these surveys into the calendar year.

Problem Statement 2: Increase the number of responses to parent and district surveys regarding perception. **Root Cause:** Participation rates in surveys are low. It is difficult to

ascertain the true perceptions of district stakeholders when there is inadequate participation. Some stakeholders are disengaged and may feel that their feedback will not cause change.

Problem Statement 3: Support efforts being made at the elementary level to increase extracurricular opportunities at those campuses. **Root Cause:** The pandemic has made it difficult to offer extracurricular opportunities at elementary campuses. Time after school is mainly devoted to students needing remediation versus enrichment activities. There are a limited number of teachers available after school for these type of activities.

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
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA 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 English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Donna I.S.D 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. The district will also implement a Math Proficiency Plan (MPP) for the early grade levels that will result in more students meeting grade level standards.

Performance Objective 1: The district will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percentage of K-2 students reading on or above grade level will increase by 6%.

Evaluation Data Sources: iStation, STAAR and STAAR EOC, TELPAS, PBMAS

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. **Strategy's Expected Result/Impact:** Reading Levels and STAAR academic outcomes. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, ELAR, Bilingual, & Library Services Directors, Campus Principal, Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability**	25%	40%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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 standards per core content area. **Staff Responsible for Monitoring:** Campus Principals, Deans, Curriculum Specialists, Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Extra duty pay curriculum writing for Early Childhood Program - Title I (211) - Federal - $16,200	60%	75%	75%	

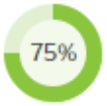
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, 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 Principals, Deans, Curriculum Specialists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5	80%	80%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. **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, TELPAS, & PBMAS.) **Staff Responsible for Monitoring:** Campus Administration, Asst. Supt. for Curriculum and Instruction, and Core Content Directors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title IV 289	70%	70%	80%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include:response to intervention(RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELL's, research based instructional strategies for, classroom management, and discipline (teaching) for appropriate behavior. **Strategy's Expected Result/Impact:** Professional Development District Plan, 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:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director, and Bilingual Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** RLA Department - Title I (211) - $4,000, RLA Department - Local (199) - $1,000	50%	70%	80%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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:** Asst. Supt. for Curriculum and Instruction, Asst. Superintendent of Secondary Leadership, Core Content Directors, Campus Administrations, District Strategists, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title II (255) - 255.13.6329.00.817.24.0.00 - $1,000	25%	50%	85%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. **Staff Responsible for Monitoring:** Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, District Strategists, 504/RtI/Dyslexia Director, Bilingual Director, Asst. Supt. for Support Services, and Asst. Supt. for Curriculum and Instruction. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	40%	60%	90%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, Dual Language Biliteracy Model, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON, STEMScopes, Edusmart, I-Station, Imagine Learning Language and Literacy, Abydos, Frogstreet, DLM kits, Circle Curriculum, Reading A-Z, Imagine Math and Edgenuity **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 2018-2019 Imagine Math - Title I (211) - $96,000, 2018-2019 Reasoning Mind:Blueprint - Title I (211) - $24,999, 2018-2019 STEMScopes - Local (199) - $32,754, 2018-2019 Edusmart - Local (199) - $5,000, 2018-2019 iStation - Local (199) - $141,632.98, 2018-2019 Reading A-Z - Local (199) - $83,625, 2018-2019 DLM Kits for Pre-K Implementation - Title I (211) - $12,642, 2018-2019 DLM Kits for Pre-K Implementation - State Comp.(164) - $12,642				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Ensure the district's program for English Learners 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:** Director of Bilingual Education, Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments. The district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. **Strategy's Expected Result/Impact:** Assessment Reports **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Testing Materials - Local (199) - 6339- STAAR Released Tests for Benchmarks - $19,208	80%	85%	85%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Streamline Special Education, 504, RTI, and LPAC process documentation into one data base. This will provide consistency in paperwork and easy access to multi-identified students. **Strategy's Expected Result/Impact:** Faster turnaround documentation for dual coded students. Decrease overlap of accommodations and paperwork for said students. **Staff Responsible for Monitoring:** Special Population Directors and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** - Bilingual (162) - $32,400, - State Special Ed. (165) - $26,975, - State Comp.(164) - $14,665	0%	70%	75%	→

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: The Asst. Superintendent for Leadership-Secondary will attend Region One Staff Development and meetings to learn about state and federal changes or updates. In addition, the Asst. Superintendent for Leadership-Secondary will attend conferences such as the Texas Assessment Conference and others that may pertain to the area of secondary education. **Strategy's Expected Result/Impact:** Information will be shared with district personnel and secondary principals. **Staff Responsible for Monitoring:** Superintendent of Schools **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Teacher/Principal (255) - 255.21.6411.00.817.24.0.00 - $3,000	80%	80%	90%	✗

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

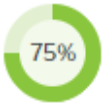
Goal 1: Donna I.S.D will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. The district will also implement a Math Proficiency Plan (MPP) for the early grade levels that will result in more students meeting grade level standards.

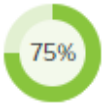
Performance Objective 2: Bilingual/ESL: Facilitate K-2 Reading Level Monitoring. 100% of teachers serving identified LEP students will receive support in the understanding of language, literacy, and content interdependence.

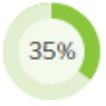
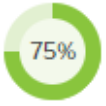
Evaluation Data Sources: Istation, Eduphoria (Workshop and AWARE), Master Schedules, TELPAS, PBMAS

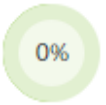
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs (Brewester's Guacamaya Enterprises, Pearson, American Learning Company Velasquez Press, National Geographic, Houghton Mifflin, American Reading, Dr. Steven Schneider, Scholastic grammar books, Learning A-Z, Millmark Education, Poetry Friday, Wings Press, Overlooked Books, Brilliant Education, Lupe Lloyd and Associates, Teacher Created Materials, Seidlitz Education, Istation etc.). **Strategy's Expected Result/Impact:** requisitions; use in classrooms; inclusion in lesson plans **Staff Responsible for Monitoring:** ELA Directors, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** purchase of texts - Bilingual (162) - $83,625, - Title III (263) - $10,800, - Local (199) - $8,500	35%	70%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain up-to-date instructional/assessment technology, resources, materials, and/or supplies in bilingual, ESL, SLD, ELD, ESL Co-Teaching, ESOL, and LUCHA classrooms/department in order to serve students more effectively; update administrative technology/materials,resources/supplies and/or fixed assets (shelving, desks, tables) as needed to facilitate bilingual/ESL program management. (Gateway, Mid Valley Supply, Barnes & Noble, Lakeshore, DISD Warehouse, Cielo Office Products, Riverside Insights, DRC, etc...) Renew Reading A-Z annually as part of this initiative. **Strategy's Expected Result/Impact:** use of technology/supplies/ in instruction; enhanced TELPAS and STAAR scores for students utilizing technology **Staff Responsible for Monitoring:** Director, Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** technology and training - Bilingual (162) - $10,000, - Title III (263) - $2,000, - Local (199) - $30,000	35%	50%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Train a cadre of teachers to 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. Craft TELPAS-aligned benchmarks to track linguistic development. **Strategy's Expected Result/Impact:** curriculum units; lesson plans and instruction that effectively utilize curricula **Staff Responsible for Monitoring:** Director and ELL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Bilingual (162), - Title III (263), - Local (199)				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Enhance teacher / administrator quality by reimbursing teachers for Bilingual/ESL Certification / Bilingual/ESL state exams for certification, and/or providing teachers opportunities to participate in post graduate degrees in the areas of Bilingual/ESL. **Strategy's Expected Result/Impact:** walkthroughs, lesson plan reviews, student scores on TELPAS and STAAR **Staff Responsible for Monitoring:** Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Title III (263) - $8,000, - Bilingual (162) - $1,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Facilitate the bilingual/ESL education director, ELL strategists, Core Content Directors, Core Content Strategists, Campus Administrators, and Teachers' attendance of training sessions, school visits, and conferences (such as Title III, TABE, School Improvement, Testing, Administrator, Region One, ABYDOS, Assessment Conference, Texas Assessment Conference, Writing Academy, ACET etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support. **Strategy's Expected Result/Impact:** training sessions turned around for district staff **Staff Responsible for Monitoring:** Directors and/or Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - $5,000, - Title III (263) - $9,000, - Bilingual (162) - $19,625, - Teacher/Principal (255) - $23,000				

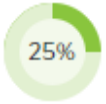
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Support the attendance by parent liaison of local and state parent conferences to learn strategies for student support that they will then convey in regular parental meetings as well as informing parents about the district's bilingual/ESL model. **Strategy's Expected Result/Impact:** meeting minutes and sign-ins **Staff Responsible for Monitoring:** director **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** - Bilingual (162), - Title III (263)				

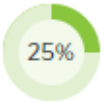
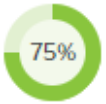
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Yearly training of campus administration and teachers on time and treatment model. Also, adjustment of bilingual and ESL model according to needs assessment. **Strategy's Expected Result/Impact:** Eduphoria staff development report and/or sign in sheets. **Staff Responsible for Monitoring:** Bilingual/ESL Director and Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Presentation/Instructional materials, TNTP Pro - Bilingual (162), - Title III (263)				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Coordination between Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. **Strategy's Expected Result/Impact:** Sign in sheets **Staff Responsible for Monitoring:** Bilingual/ESL Director and Core Area Directors and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Presentation/Instructional Materials - Bilingual (162), - Local (199), - Title III (263)				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. **Strategy's Expected Result/Impact:** Master Schedules **Staff Responsible for Monitoring:** Bilingual/ESL Department and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Implement Dual Language Biliteracy Model in campuses willing to implement the model. (Lupe Lloyd and Associates Inc.) **Strategy's Expected Result/Impact:** Monitoring and support of campuses encountering difficulties with implementation. **Staff Responsible for Monitoring:** Bilingual/ESL Department Director and Strategists, Core Directors, Chief Academic Officers, and LA coaches and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2 **Funding Sources:** - Bilingual (162) - $27,000, - Title III (263)				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Implement Summer School program for Pk/K students and 1st-4th students. **Strategy's Expected Result/Impact:** Increase in English language proficiency level and/or reading level. **Staff Responsible for Monitoring:** Directors from Bilingual Dept.,and Federal programs. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Extra duty pay for personnel, supplies and materials. - Local (199) - $49,000, - Title I (211) - $4,000				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Monthly monitoring of students reading on grade level, per campus. Principals receive summary of percentages per campus, per grade, and district percentages. In addition, each campus receives files with student reading levels; per month, per grade, per language of instruction, per teacher, per section. Also, books will be made available for students to read at home through the summer months. **Strategy's Expected Result/Impact:** Increase number of students reading on grade level. Intentional targeting of strategies for student learning. **Staff Responsible for Monitoring:** Bilingual Department, Language Arts Department, Campus Administration, Literacy Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Summer Reading Books - Title I (211) - 211.11.6329.00.913.24.0.00 - $180,000				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Semester audits of LPAC documentation in order to monitor proper identification, placement, PEIMS Coding, and re-classification of English Learners. (This includes travel expense for Bilingual/ESL Dept. Clerks to and from campuses.) **Strategy's Expected Result/Impact:** Increase fidelity of program implementation as it pertains to state and/or federal documentation mandates. **Staff Responsible for Monitoring:** Bilingual/ESL Department **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Bilingual (162) - $2,000, - Local (199) - $2,000	35%	50%	65%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Donna I.S.D 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. The district will also implement a Math Proficiency Plan (MPP) for the early grade levels that will result in more students meeting grade level standards.

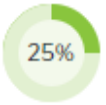
Performance Objective 3: Library Services: The Library Services Department will facilitate the purchase of and monitor usage of key literacy programs in the district, including Accelerated Reader and myON for grades Pre-K-8th. The district will utilize 100% of available Accelerated Reader licenses and increase the total word count for the school year by 2%. myON will be implemented in all elementary and middle schools and as the district will complete a minimum of 150k books.

Evaluation Data Sources: MyOn purchase, AR purchase, reports

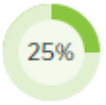
Summative Evaluation: Exceeded Objective

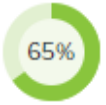
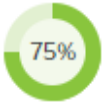
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: DISD will purchase MyON software for all students to use. **Strategy's Expected Result/Impact:** To increase availability of on-line reading books. **Staff Responsible for Monitoring:** Library Services Director Librarians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** myON Software - Title I (211) - $60,000, - State Comp.(164) - $50,000	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Purchase AR software for elementary and middle schools. **Strategy's Expected Result/Impact:** To increase independent reading fluency and basic comprehension. **Staff Responsible for Monitoring:** Library Services director Librarians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Accelerated Reader Licenses (7,500) - Local (199) - 199.12 - $74,358	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Meet with librarians monthly or as needed to review usage reports. **Strategy's Expected Result/Impact:** To collaborate as a group of librarians and share ideas to increase literacy throughout district. **Staff Responsible for Monitoring:** Library Services Director **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Purchase and become part of library consortium through Region I. **Strategy's Expected Result/Impact:** To have access to resources available through region one and provide staff development opportunities. **Staff Responsible for Monitoring:** Library Services Director **Funding Sources:** Consortium - Local (199) - 199.12.6239.00.908.99.0. - $44,330, Battle of the Books Competition and Books - Local (199) - 199.36.6329.00.908.99.0.00 - $8,576				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Coordinate staff development and training for librarians such as but not limited to Region I meetings, TLA Conference, etc... **Strategy's Expected Result/Impact:** To provide staff development specifically for library services. **Staff Responsible for Monitoring:** Library Services Director Principals Librarians **Funding Sources:** Registration fees - Local (199) - 199.12.6239, 199.12.6411				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Ensure library purchases are being made by campus libraries to be in compliance with the Texas library guidelines. **Strategy's Expected Result/Impact:** To increase Library resources such as licenses to show movies. **Staff Responsible for Monitoring:** Library Services Director Principals Librarians **Funding Sources:** SWANK movie license; Follett Destiny license - Local (199) - 12.6499 - $31,071				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Donna I.S.D 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. The district will also implement a Math Proficiency Plan (MPP) for the early grade levels that will result in more students meeting grade level standards.

Performance Objective 4: Academic Support: Provide dyslexia reading programs to assist struggling readers and increase reading proficiency level by 5%.

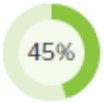
Evaluation Data Sources: Istation, Amplify mCLASS, TELPAS, dyslexia programs

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Explore and expand on dyslexia reading programs with online components to assist struggling readers and teachers during remote learning reading support. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** RLA teachers Special Education Teachers Special Education Director Special Education Supervisor Academic Support Director RLA Director Reading Strategists **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Explore and offer a dyslexia reading program to address linguistic needs of struggling readers. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** RLA teachers Special Education Teachers Special Education Director Special Education Supervisor Academic Support Director RLA Director Reading Strategists Bilingual Strategists **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide teacher training on dyslexia compliance to support teachers in addressing struggling readers. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** RLA Director Special Education Director Special Education Supervisor Academic Support Director Reading Strategists **Results Driven Accountability**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide reading supports to struggling readers and teachers of struggling readers through materials, resources, walkthroughs, progress monitoring. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** RLA Director Special Education Director Special Education Supervisor Academic Support Director Reading Strategists **Results Driven Accountability**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Attend trainings and conferences at the local, regional and state level to stay informed of the latest research based strategies affecting reading improvement. **Strategy's Expected Result/Impact:** Increased reading proficiency **Staff Responsible for Monitoring:** RLA Director Special Education Director Academic Support Director Reading Strategists **Results Driven Accountability**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide trainings to parents, teachers, campus administrators, and community in the area of reading. **Strategy's Expected Result/Impact:** Increase level of reading support to students at home and at school **Staff Responsible for Monitoring:** RLA teachers Special Education Teachers RLA Director Special Education Director Special Education Supervisor Academic Support Director Reading Strategists Reading Coaches **Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Donna I.S.D 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. The district will also implement a Math Proficiency Plan (MPP) for the early grade levels that will result in more students meeting grade level standards.

Performance Objective 5: The district will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percentage of K-3 students reaching Meets and/or Masters as measured by the EOY Imagine Math assessment will increase annually as specified by grade level and year in Board Goal 1 and the various GPMs.

HB3 Goal

Evaluation Data Sources: Imagine Math and 3rd Grade STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Strategies will follow those that are updated and implemented quarterly for the DISD Board Meetings addressing Goal 1. **Strategy's Expected Result/Impact:** Student Meets and Masters results will increase significantly from the BOY to the EOY using Imagine Math for Grades K-2nd Grade, and using STAAR results for 3rd Grade to meet each grade's goals set in the DISD 5 Year Plan. **Staff Responsible for Monitoring:** Math Director, Campus Administrators, Math Strategists, and Applicable Teachers	55%	55%	65%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Donna I.S.D 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. The district will also implement a Math Proficiency Plan (MPP) for the early grade levels that will result in more students meeting grade level standards.

Performance Objective 6: Donna ISD will participate in the Teacher Incentive Allotment for the 2021-2022 school year. Focus will be on recruiting, supporting, and retaining highly effective teachers in all schools, with particular emphasis on high-need schools.

Evaluation Data Sources: Goal attainment on SLO.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The district will train teachers and appraisers on how to design strategies through their SLO's that will help them meet their goals for student success. **Strategy's Expected Result/Impact:** Increased student success. **Staff Responsible for Monitoring:** Assistant Superintendent for Human Resources, Assistant Superintendent for Elementary Leadership, Assistant Superintendent for Secondary Leadership, Assistant Superintendent for Curriculum and Instruction, Principal	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

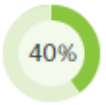
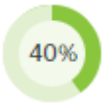
Goal 2: Donna I.S.D will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 1: The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from 26% to 33%. The percentage of students in grades 6-8 who achieve meets and/or masters performance level on the STAAR increase from 29% to 36%.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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The district will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. **Strategy's Expected Result/Impact:** Gradebook **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Content Directors, Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. **Strategy's Expected Result/Impact:** Reading Levels and STAAR academic outcomes. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, ELAR, Bilingual, & Library Services Directors, Campus Principal, Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: 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 standards per core content area. **Staff Responsible for Monitoring:** Campus Principals, Deans, Curriculum Specialists, Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	70%	75%	70%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, 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 Principals, Deans, Curriculum Specialists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5	80%	80%	80%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. **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, TELPAS, & PBMAS.) **Staff Responsible for Monitoring:** Campus Administration, Asst. Supt. for Curriculum and Instruction, and Core Content Directors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	70%	70%	80%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELL's, research based instructional strategies for CCRS, classroom management, and discipline (teaching) for appropriate behavior. **Strategy's Expected Result/Impact:** Professional Development District Plan, 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:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director, and Bilingual Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	60%	70%	80%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, District Strategists, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	50%	80%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. **Staff Responsible for Monitoring:** Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, District Strategists, RTI Coordinators, Bilingual Director, Asst. Supt. of District Operations, and Asst. Supt. for Curriculum and Instruction. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	40%	60%	90%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, Dual Language Biliteracy Model, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON, STEMScopes, Edusmart, I-Station, Imagine Learning Language and Literacy, Abydos, Frogstreet, DLM kits, Circle Curriculum, Reading A-Z, Imagine Math and Edgenuity **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	60%	75%	90%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. **Strategy's Expected Result/Impact:** District Assessment Results and State Assessment Results **Staff Responsible for Monitoring:** Asst. Supt. of District Operations, Asst. Supt. for Business and Finance, Assistant Superintendent for Human Resources, Asst. Supt. for Curriculum and Instruction, Content Directors, Special Program Directors, Campus Principals, and Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	25%	30%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Ensure the district's program for English Learners 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:** Director of Bilingual Education, Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	50%	50%	80%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments. The district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. **Strategy's Expected Result/Impact:** Assessment Reports **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	80%	85%	85%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Donna I.S.D 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Advanced Academics: Increase GT students achieving the MEETS and MASTERS grade level standard on STAAR by 3%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. **Strategy's Expected Result/Impact:** Increased student performance. **Staff Responsible for Monitoring:** Campus administrators, district strategists and interventionists, and district director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	50%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading, Writing, Research, Science, Social Studies, Math, and technology. **Strategy's Expected Result/Impact:** Increased student performance. **Staff Responsible for Monitoring:** Campus administrators, district strategists and interventionists, and district director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - GT (168)	20%	50%	65%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Donna I.S.D 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Special Education: Increase Special Education students achieving the MEETS and MASTERS grade level standard on STAAR by 2%.

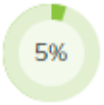
Evaluation Data Sources: STAAR/EOC results, district benchmarks, district bundles

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide district and campus trainings in the area of accommodations and designated supports. **Strategy's Expected Result/Impact:** -increase teacher awareness of accommodations -increase accommodation implementation and effectiveness -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Special Education Teachers -General Education Teachers -Campus administrators -504 campus coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** training materials - State Special Ed. (165) - $300	5%	35%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide campus reviews with teachers and campus administrators on student academic performance. **Strategy's Expected Result/Impact:** -increase communication between campus administrators and teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** student data - State Special Ed. (165)	10%	35%	60%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Coordinate with ELA department and provide trainings to ELA teachers and special education teachers on targeted instruction. **Strategy's Expected Result/Impact:** -increase communication and teacher planning between ELA general education teachers and special education teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance -increase IStation progress monitoring -increase lexile progress monitoring **Staff Responsible for Monitoring:** -Special Education Director -Special Education Supervisor -ELA Director -ELA strategists -ELA instructional coaches -Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** instructional materials, electronic dictionaries, graphic organizers - State Special Ed. (165) - $400	5%	35%	65%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide campus support in the implementation of co-teaching approaches in the middle schools to maximize quality of instruction and student learning. **Strategy's Expected Result/Impact:** -decrease in one-teach-one assist co-teaching approach -decrease in one-teach-one observe co-teaching approach -increase in teaming co-teaching approach -increase in station co-teaching approach -increase in academic state performance -increase in classroom performance **Staff Responsible for Monitoring:** -Director -Supervisors -Campus Administrators -Educational Diagnosticians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** - State Special Ed. (165) - $300	10%	35%	70%	

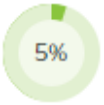
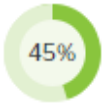
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. **Strategy's Expected Result/Impact:** -increase student reading performance **Staff Responsible for Monitoring:** -Director of Special Education -Special Education Supervisor -Educational Diagnosticians -Campus Administrators -Director of Academic Supports -Special Education Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Language Live, Rewards, Rave-O - IDEA (224) - $15,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide online assessment resources to students in preparation of online state assessments. **Strategy's Expected Result/Impact:** -increase student preparation in navigating online assessment resources -increase online state assessment performance **Staff Responsible for Monitoring:** -Director -Supervisor -Campus Administrators -Special Education Teachers -Campus Technicians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Kurzweil - IDEA (224) - $20,380				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Recognize student academic performance. **Strategy's Expected Result/Impact:** -increase teacher communication between general education teachers and special education teachers -increase student academic performance **Staff Responsible for Monitoring:** -Director -Special Education Supervisor -Campus Administrators -Counselors -Special Education Teachers -General Education Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** student incentives, popcorn machine - State Special Ed. (165) - $3,000	5%	35%	70%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide academic support through supplemental resources to campuses. **Strategy's Expected Result/Impact:** -increase student academic performance **Staff Responsible for Monitoring:** -Director -Special Education Teachers -Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** supplemental resources - State Special Ed. (165) - $5,000	5%	35%	65%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide campus support by conducting classroom walk-throughs and monitoring the provision of student services in the classroom. (BG1, BG2, BG3) **Strategy's Expected Result/Impact:** -increase in academic state performance -increase in classroom performance **Staff Responsible for Monitoring:** -Director -Special Education Supervisor -Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability**	5%	35%	60%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide teacher training on district data monitoring resources to improve student progress monitoring. **Strategy's Expected Result/Impact:** -increase teacher resources for targeted instruction -increase student academic performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Donna I.S.D 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. 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 by 5% points, from last year, the number of students identified as LEP students that achieve the MEETS and MASTERS grade level standard on STAAR/EOC.

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

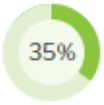
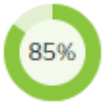
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement programs such as iLitt ELL so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English. This includes the analysis of transcripts through professional companies and supplemental training needed for fidelity of program implementation; Validate Me, Savvas, etc... **Strategy's Expected Result/Impact:** Increased student performance (District, EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Director; ELL strategists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title III (263) - $10,000, - Bilingual (162) - $11,600	35%	80%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Coordination between Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. **Strategy's Expected Result/Impact:** Increased student performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Director and Core Area Directors and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Presentation/Instructional Materials - Bilingual (162), - Local (199), - Title III (263)	70%	80%	90%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. **Strategy's Expected Result/Impact:** Increase L1/L2 literacy development of identified LEP students. **Staff Responsible for Monitoring:** Bilingual/ESL Department and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	70%	80%	90%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Implement Dual Language Biliteracy Model in campuses willing to implement the model. **Strategy's Expected Result/Impact:** Increase student performance (District, STAAR/EOC, TELPAS, literacy levels in both L1 and L2) **Staff Responsible for Monitoring:** Bilingual/ESL Department Director and Strategists, Core Directors, Chief Academic Officers, and LA coaches and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2 **Funding Sources:** - Bilingual (162), - Title III (263)				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Implement ESL Pull-Out program model at secondary level (inclusion/co-teachers). **Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administration, High School ELL Strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs (Brewester's Guacamaya Enterprises, Pearson, American Learning Company Velasquez Press, National Geographic, Houghton Mifflin, American Reading, Dr. Steven Schneider, Scholastic grammar books, Learning A-Z, Millmark Education, Poetry Friday, Wings Press, Overlooked Books, Brilliant Education, Lupe Lloyd and Associates, Teacher Created Materials, etc.). **Strategy's Expected Result/Impact:** Increase student performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Department, Core Directors, Campus Department, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - $8,500, - Bilingual (162) - $25,101, - Title III (263) - $14,999				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Maintain up-to-date instructional technology, assessments (OLPT & Norm Reference), resources, materials, and/or supplies in bilingual, ESL, SLD, ELD, ESL Co-Teaching, ESOL, and LUCHA classrooms/department in order to serve students more effectively; update administrative technology/materials, resources/supplies, fixed assets (shelving, desks, tables, etc...), and/or office layout (Matts Building Materials, DISD Warehouse, etc...) as needed to facilitate bilingual/ESL program management. (Gateway, Mid Valley Supply, Barnes & Noble, DRC Corp., Lakeshore, DISD Warehouse, Classwork DBA Co Classkick, Riverside Insights, etc...) Renew SuccessEd, Classkick, and Reading A-Z annually as part of this initiative. **Strategy's Expected Result/Impact:** Increase Student Performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Bilingual (162) - $45,000, - Title III (263) - $45,000, - Local (199) - $1,000	35%	50%	75%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Facilitate the bilingual/ESL education director, Bilingual/ESL Strategists, Core Content Directors, Core Content Strategists, Campus Administrators, and/or Teachers' attendance of training sessions, school visits, and/or conferences (such as Title III, NABE, TABE, School Improvement, Testing, Administrator, Region One, ABYDOS, Assessment Conference, Texas Assessment Conference, ACET, Lead4ward, etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support. **Strategy's Expected Result/Impact:** Increase Student Performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administration, Teachers, Core Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - $8,000	35%	50%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Donna I.S.D 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 5: CTE: Will identify the CTE students in need of academic improvement and offer classroom enrichment lessons and tutorial opportunities in order to increase by 5% of the amount of CTE students achieving meets and/or masters standards on the STAAR EOCs.

Evaluation Data Sources: STAAR EOC, TELPAS, PBMAS

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses. (BG 2.3) **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, T-TESS, EOC, Bundle Results, PEIMS, PBM, Certification/College Hours Earned, Achieve Texas Graduation Plans, HB5 Plans, Science Technology Engineering and Math Distinctions **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff, Advanced Academics Director, STEM, campus counselors and Administrators, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	25%	35%	→

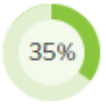
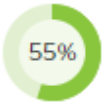
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide strategies that are designed to enable special populations to meet or exceed the local adjusted levels of performance. (BG2.3) **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, ARD Participation, IEP Implementation, Planning meetings with campus staff, department meetings and academic administration meetings **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	30%	40%	→

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

Goal 2: Donna I.S.D 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. 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			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop and implement structures and processes for collecting multiple measures of data that will provide strategies for continuous improvement. **Strategy's Expected Result/Impact:** The strategy will gather data to help teachers improve instructional approaches that will help students grow in both fine arts and core content. **Staff Responsible for Monitoring:** Fine Arts Director, Campus Fine Art Coordinators, Fine Art teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop and implement summer Fine Arts enrichment programs that will develop social and emotional intelligence, increase reading levels and cultivate creative problem solving. **Strategy's Expected Result/Impact:** The strategy will create a platform/opportunity for low performing students to increase; vocabulary, reading fluency, creative thinking, creative expression and self confidence **Staff Responsible for Monitoring:** Fine Arts Director, Campus Principal, Program Coordinator and Fine Art teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Funding resources are needed for extra pay and instructional resources. - Title IV 289				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Donna I.S.D 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 7: Academic Support: Increase progress monitoring of students with physical and mental impairments by 10%.

Evaluation Data Sources: Student grades
504 documents
student health records

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide recommended student supports with supporting evidence for students with physical and or mental impairments . **Strategy's Expected Result/Impact:** Increased academic improvement Increased and or improved accessibility of student's learning environment **Staff Responsible for Monitoring:** Academic Support Director	30%	70%	90%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Attend trainings and conferences related to students with disabilities to stay informed of the latest updates in law and research based strategies to support students. **Strategy's Expected Result/Impact:** improved student academic performance Implement research based strategies **Staff Responsible for Monitoring:** Academic Support Director	25%	65%	90%	→

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

Goal 3: Donna I.S.D. 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			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement advanced academic courses offered at every school and during the summer, to include the Bridge to Enter Advanced Mathematics (BEAM) program. **Strategy's Expected Result/Impact:** Increased enrollment numbers in advanced courses. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Advanced Academics Director, Core Content Directors, Campus Administrations, Counselors, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title IV 289 - 289 - $66,000	10%	10%	25%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Donna I.S.D. 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 43%

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Meet with campuses to ensure the following: Implement advanced academic courses offered at every school and during the summer, to include the Bridge to Enter Advanced Mathematics (BEAM) program. Target high school students by providing awareness sessions. Provide information to parents in both languages. Increase in the number of students who take DE courses. Provide intense Texas Success Initiative tutorials during school and on Saturday. Ensure that AP/DE classes are not integrated with each other. Monitor student data. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	50%	60%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Donna I.S.D. 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: CTE: The District will 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses. (BG 2.3) **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, T-TESS, EOC, Bundle Results, PEIMS, PBM, Certification/College Hours Earned, Achieve Texas Graduation Plans, HB5 Plans, Science Technology Engineering and Math Distinctions **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff, Advanced Academics Director, STEM, campus counselors and Administrators, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	40%	55%	70%	100%

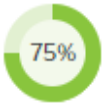
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Link CTE at the secondary campuses and postsecondary levels. (BG3.2) **Strategy's Expected Result/Impact:** Student Schedules, PEIMS, PBM, Certification/College Hours Earned **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.5	20%	30%	45%	

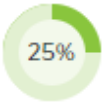
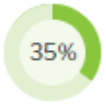
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide students with strong experience in and understanding of all aspects of an industry by providing opportunities to earn an industry based certification. (BG3.2) **Strategy's Expected Result/Impact:** Student job shadowing participation, career development exposure, student leadership conferences, CTSO, teacher professional development opportunities in their respective industry, campus CTE career fairs. **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff, Advanced Academics Director, STEM Administrators, CTE certification committee **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	60%	70%	75%	100%

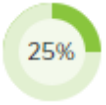
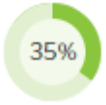
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Develop, improve, or expand the use of technology in CTE programs. (BG3.2) **Strategy's Expected Result/Impact:** Integrated Continuous Improvement Plan, PBMAS, Labor Market Reports, Science, Technology, Engineering, and Math Academies (STEM), **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff, Advanced Academics Director, STEM Administrators, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 3.2	25%	30%	50%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Initiate, improve, expand and modernize quality CTE programs, including relevant technology. (BG3.2) **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, T-TESS, PEIMS, PBM, Labor Market Report, Science Technology Engineering and Math trainings **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff, Advanced Academics Director, STEM Administrators, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	20%	45%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide services and activities that are of sufficient size, scope and quality to be effective. (BG3.2) **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, T-TESS, PEIMS, PBM, Graduation Plans **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	25%	40%	50%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide instruction and activities to prepare all CTE students for high skill, high-wage, or high-demand occupations that will lead to self-sufficiency. (BG3.2) **Strategy's Expected Result/Impact:** PBM, PEIMS, Bundle and EOC data, TELPAS Data, Lesson Plans, IEP Implementation, job shadowing opportunities for students **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide activities to support entrepreneurship education and training. (BG3.2, 3.3) **Strategy's Expected Result/Impact:** Training Plans, Student Schedules, Activity Participation, Participation in Science, Technology, Engineering and Math (STEM) Academies. **Staff Responsible for Monitoring:** CTE Director, DHS/DNHS Principal, CTE Staff, Adv. Academics Services Director, STEM Administrators, **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide support for local education and business partnerships including work-related experiences and job shadowing that are related to CTE programs. (BG3.2, 3.3) **Strategy's Expected Result/Impact:** Training Plans, Student Schedules, Activity Participation, Advisory Comm, Field Experiences, student Internships, Capstone Projects, **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff, Advisory Comm. Members, Adv. Academics Director, STEM Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Support training and activities in nontraditional fields **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, T-TESS, PEIMS, PBM, Field Trip Rosters, Career Fair Participation, STEM Internships, etc. **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff, Advisory Comm. Members, Advanced Academic Services Director, STEM Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: 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. (BG2.3) **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, T-TESS, PEIMS, PBM, IEP Implementation, ARD participation **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	40%	45%	55%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide strategies that are designed to enable special populations to meet or exceed the local adjusted levels of performance. (BG2.3) **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, ARD Participation, IEP Implementation, Planning meetings with campus staff, department meetings and academic administration meetings **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	40%	45%	50%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: 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. (BG3.2) **Strategy's Expected Result/Impact:** Activity Participation, Contact Logs, Informative Program Material- **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	50%	50%	55%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Implement effective practices to improve parental and community involvement **Strategy's Expected Result/Impact:** Activity Participation, T-TESS, Contact Logs **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	25%	25%	30%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Recognize CTE students and staff achievements through out 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, advisory committee meetings **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff				

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide opportunities during summer courses for Career Investigations class for incoming 8th graders. **Strategy's Expected Result/Impact:** Student Enrollment Grades **Staff Responsible for Monitoring:** Federal Programs Director Principals Academics Dept. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 164.13.6118 - State Comp.(164) - $5,000, 211.13.6118 - Title I (211) - $3,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Donna I.S.D. 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 exams will increase from 25% to 28%. The percentage of students taking ACT/SAT tests will increase from 44% to 46%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide access for all students including GT students to take the AP/SAT/AP Tests. **Strategy's Expected Result/Impact:** ACT Test Results SAT Test Results AP Tests Results **Staff Responsible for Monitoring:** AAS District Director, High School Principals, Deans, AP Principals, STEM Coordinators, Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - GT (168) - 168.11.6339.00.XXX.21.0.00 - $32,000	85%	85%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide funds to purchase the ACT online prep course by the developers of the ACT, SAT, AP Tests or companies that specialize in ACT test prep. **Strategy's Expected Result/Impact:** ACT Test Results SAT Test Results AP Results **Staff Responsible for Monitoring:** High School Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	30%	50%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide funds to conduct ACT Prep seminars for high school students. **Strategy's Expected Result/Impact:** ACT Test Results **Staff Responsible for Monitoring:** High School Principals, Assistant Principals, Deans, STEM Coordinators, AAS District Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	30%	50%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Donna I.S.D. 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: Special Education: Increase the number of graduates with completed IEP & Workforce Readiness from 0% to 50%.

Evaluation Data Sources: completed IEPs, PEIMS coding, student transcripts, student schedules

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Coordinate with high school administrators, counselors and special education teachers to review and analyze current student graduation plans. **Strategy's Expected Result/Impact:** -increase campus administrator and special education teacher awareness on student graduation plans **Staff Responsible for Monitoring:** -Campus Administrators -Special Education Teachers -Educational Diagnosticians -Counselors -Director -Supervisor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability**	5%	35%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Revisit and/or create student courses to ensure courses are aligned with graduation goals. **Strategy's Expected Result/Impact:** -align student courses with graduation goals -align courses with IEP goals **Staff Responsible for Monitoring:** -Campus Administrators -Campus Counselors -Educational Diagnosticians -Special Education Teachers -Director -Supervisor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** curriculum resources - State Special Ed. (165) - $400	5%	35%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide student opportunities to visit colleges and universities as part of post secondary and transitional goals. **Strategy's Expected Result/Impact:** -increase student awareness of post secondary institutions -increase students pursuing post secondary education **Staff Responsible for Monitoring:** -Campus Administrators -Special Education Teachers -Director -Supervisor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** transportation - IDEA (224) - $2,000	10%	15%	60%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide transition fairs to students **Strategy's Expected Result/Impact:** -increase student awareness of post secondary institutions -increase student awareness of outside resources to assist with post secondary goals -collaborate and set student appointments with agencies as part of student transitional goals **Staff Responsible for Monitoring:** -Special Education Department -Educational Diagnostician -Special Education Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **Results Driven Accountability** **Funding Sources:** transition fair - IDEA (224) - $4,000	20%	25%	55%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide student opportunities to visit CTE facilities at South Texas ISD **Strategy's Expected Result/Impact:** -increase student awareness of CTE courses -increase student participation in CTE courses -increase CTE certifications **Staff Responsible for Monitoring:** -Special Education Teachers -Campus Administrators -Special Education Department **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** transportation - IDEA (224) - $2,000	15%	35%	45%	→

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

Goal 3: Donna I.S.D. 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: Bilingual/ESL Education: Increase by 5% points the number of students participating in the ESL Program graduate CCMR complete.

Evaluation Data Sources: TSI Data, ACT/SAT Data, TAPR, Certificate Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs (Brewster's Guacamaya Enterprises, Pearson, American Learning Company Velasquez Press, National Geographic, Houghton Mifflin, American Reading, Dr. Steven Schneider, Scholastic grammar books, Learning A-Z, Millmark Education, Poetry Friday, Wings Press, Overlooked Books, Brilliant Education, Lupe Lloyd and Associates, Teacher Created Materials, etc.). **Strategy's Expected Result/Impact:** Increase Number of Students Graduating CCMR Complete. **Staff Responsible for Monitoring:** ELA Directors, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** purchase of texts - Bilingual (162), - Title III (263) - $10,800, - Local (199)	35%	70%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Implement programs such as iLit ELL (Savvas) so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English. **Strategy's Expected Result/Impact:** Increased Student Performance **Staff Responsible for Monitoring:** Bilingual/ESL Department; High School ELL Strategists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title III (263)	35%	80%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Coordination between Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. **Strategy's Expected Result/Impact:** Increase Student Language and Literacy Development **Staff Responsible for Monitoring:** Bilingual/ESL Director, Core Area Directors and strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Presentation/Instructional Materials - Bilingual (162), - Local (199), - Title III (263)	70%	80%	90%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Implement Dual Language Biliteracy Model in campuses willing to implement the model. **Strategy's Expected Result/Impact:** Increase Number of Students Reaching Proficient Levels in Language (L1/L2) and Literacy. **Staff Responsible for Monitoring:** Bilingual/ESL Department Director and Strategists, Core Directors, Chief Academic Officers, and LA coaches and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2 **Funding Sources:** - Bilingual (162), - Title III (263)	80%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Donna I.S.D. 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 7: The core content areas will provide support for the creation of new AP and other advanced courses in order to ensure student access and completion of those courses.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. **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, TELPAS, & PBMAS.) **Staff Responsible for Monitoring:** Campus Administration, Asst. Supt. for Curriculum and Instruction, and Core Content Directors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: data utilization, technology, core state adopted textbooks, supplemental programs and research based instructional strategies for CCRS and other course specific standards. **Strategy's Expected Result/Impact:** Professional Development District Plan, 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. Provide staff with resources such as books for the professional development. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director, and Bilingual Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Materials/books for prof. development - Title II (255) - $3,000, - Local (199)				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: 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:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, District Strategists, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	50%	85%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Implement district initiatives such as Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, College Readiness Activities, Technology, Software including but not limited to: Imagine Math, Edgenuity, and DBQ Online **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	70%	75%	90%	→

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

Goal 3: Donna I.S.D. 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 8: Integrate Technology TEKS across the curriculum to improve academic achievement of students

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: 1.1.1 Teachers will be aware of the student proficiences required by Technology Applications TEKS **Strategy's Expected Result/Impact:** LRPT Coorelates: TL03, TL06	10%	20%	40%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: 1.1.2 Utilize the state adopted materials to implement technology applications TEKS that includes keyboarding skills and Tech Apps Skills. **Strategy's Expected Result/Impact:** TLP03	40%	60%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: 1.1.3 Utilize district technology to integrate technology TEKS across the curriculum. **Strategy's Expected Result/Impact:** LAS01, LAS08, TL03, TL08, TL12	40%	50%	70%	100%

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

Goal 3: Donna I.S.D. 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 9: Provide Training, Resources, and opportunities for the integration of technology across the curriculum

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide face to face and online technology integration opportunities for all campuses during the day or After School. **Strategy's Expected Result/Impact:** EP01, EP02, EP09, LAS03, LAS10, TL08 **Staff Responsible for Monitoring:** Campus Staff	50%	70%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide technology integration best practices trainings to campus technology representatives, campus technology teams, and teachers **Strategy's Expected Result/Impact:** EP01, EP04, EP05, EP07, EP09, TL05, TL06, TL08, TL12 **Staff Responsible for Monitoring:** Master Technology Teachers and Master Instructor of Technology **Schoolwide and Targeted Assistance Title I Elements:** 2.5	5%	20%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Recruit and designate on technology leader at all campuses who do not have a certified MTT and will be pending enrollment into the Technology Leadership In Education (TLE) Certification Program. **Strategy's Expected Result/Impact:** EP01, EP02,EP03,EP08, I09, LAS03, LAS10, TL05, TL08, TL16	0%	10%	25%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Coordinate Annual Technology Conference for administrators, faculty and staff **Strategy's Expected Result/Impact:** EP01, EP02, EP03, EP08, LAS03, LAS06, LAS10, TL05, TL06, TL08, TL12				

Staff Responsible for Monitoring: Technology Dept. Technology Director, Master Instructor of Technology, C&I Directors

Schoolwide and Targeted Assistance Title I Elements: 2.5

75%	80%	90%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Donna I.S.D. 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 10: Ensure the achievement of students' technology proficiency according to the benchmarks for technology applications TEKS for grades 2, 5, 8, and High School.

Evaluation Data Sources: Budget: $4,200.00

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Delevop and administer technology projects and or benchmark assessments per semester for grades 2, 5, 8, and High School. **Strategy's Expected Result/Impact:** LAS08, TL01, TL03, TL06, TL07, TL08, TL13 **Staff Responsible for Monitoring:** Technology Dept./Master Technology Teachers/Master Instructor of Technology **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Funding Sources:** Benchmark assessments - Local (199) - $4,200	5%	15%	35%	→

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

Goal 3: Donna I.S.D. 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 11: Provide equitable technology support for all classrooms, labs, and Instructional Learning Centers in the district.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Ensure all Instructional Tech support is provided in a timely manner to all teachers. **Strategy's Expected Result/Impact:** EP01, TL04, TL05, TL08, TL09, TL12, TL16 **Staff Responsible for Monitoring:** Technology Director/Technology Coordinator/Technician Supervisor	55%	65%	75%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Donna I.S.D. 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 12: Integrate Technology and Instruction

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will use technology daily in their instruction and student activities **Strategy's Expected Result/Impact:** EP06, LAS01, LAS02, LAS10, TL01, TL06 **Staff Responsible for Monitoring:** TPESS Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** Integration Technology - Local (199) - $42,000	50%	60%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Teachers will document technology integration in their lesson plans. **Strategy's Expected Result/Impact:** LAS01, LAS02, TL01, TL02, TL06, TL08 **Staff Responsible for Monitoring:** Eduphoria Lesson Plans **Schoolwide and Targeted Assistance Title I Elements:** 2.5	50%	60%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Principals will ensure all teachers are integrating technology. **Strategy's Expected Result/Impact:** LASA01, LAS02, LAS15, TL12 **Staff Responsible for Monitoring:** Campus Improvement Plans, Eduphoria, walk throughs **Schoolwide and Targeted Assistance Title I Elements:** 2.4	50%	60%	75%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Donna I.S.D. 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 13: Provide strategic interventions for students through the use of technology.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Purchase and renewal of software targeting student need. **Strategy's Expected Result/Impact:** LAS08, TL01, TL07, TL08 **Staff Responsible for Monitoring:** Annual Program Evaluations, Purchase orders and software usage reports	60%	70%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Teachers and administrators will evaluate the effectiveness of technology based programs through both qualitative and quantitative measures. **Strategy's Expected Result/Impact:** NCLB 01, 02, 03, 07 **Staff Responsible for Monitoring:** Technology Based Evaluation Forms	60%	70%	80%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Donna I.S.D. 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 14: Ensure access to technology resources beyond regular school hours

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide extended hours for student access to technology resources at campuses after school, Saturday tutorials, Literacy Nights, and Migrant Tutorials, etc. **Strategy's Expected Result/Impact:** I09, TL08, TL12 **Staff Responsible for Monitoring:** CIP letters to Parents	0%	10%	30%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Teachers will maintain Google Classroom to ensure student/parent access to course and class information of upcoming projects, events, and news. **Strategy's Expected Result/Impact:** TL09 and TL16 **Staff Responsible for Monitoring:** District approved Google GSuites Enterprise/Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.6	80%	85%	90%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Master Technology Teachers and/or members of campus technology team will be part of the Campus Level Planning and Advisory Committee to address Technology guidelines. **Strategy's Expected Result/Impact:** LAS02, TL01 **Staff Responsible for Monitoring:** Technology Committee Membership list	75%	80%	90%	100%

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

Goal 3: Donna I.S.D. 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 15: Use student performance data and online curriculum units in instructional planning

Evaluation Data Sources: Teaching and Learning

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Utilize disaggregated data from STAAR, local benchmarks and other assessments for instructional planning. **Strategy's Expected Result/Impact:** LAS08, TL04, TL07, TL08 **Staff Responsible for Monitoring:** Eduphoria				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Teachers will access online curriculum units regularly to aid in instructional planning. **Strategy's Expected Result/Impact:** LAS10 and L05 **Staff Responsible for Monitoring:** Lesson Plans, Eduphoria, and Sharepoint				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Donna I.S.D. 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 16: Use distance/online learning and digital content sources for expanding curricular offerings and meeting the needs of students

Evaluation Data Sources: Online courses

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Upgrade and maintain the necessary equipment to meet the demand for distance online learning **Strategy's Expected Result/Impact:** I09, LAS10, LAS15, TL08, TL09, TL10, TL12, TL13, TL16 **Staff Responsible for Monitoring:** Technology Inventory Purchase Orders Program Evaluations **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** Online Courses - Local (199) - $7,968,203.87	65%	75%	90%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide training and certifications courses for prospective online instructors **Strategy's Expected Result/Impact:** EP06, EP08, LAS15 **Staff Responsible for Monitoring:** Certifications Transcripts of organization **Schoolwide and Targeted Assistance Title I Elements:** 2.5	0%	10%	25%	→

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

Goal 4: Donna I.S.D. 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: Business and Finance: The District will ensure fiscal responsibility by reviewing internal controls of at least 3 departments per year, maintain a financial transparency website that has a minimum 20 points awarded by the Texas Comptroller of Public accounts, and maintain proper allocation of resources to improve student achievement by ensuring 90 days of General Fund- Fund Balance remains in unassigned classification.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Strategy 1: Conduct Annual review of internal controls **Strategy's Expected Result/Impact:** Check list **Staff Responsible for Monitoring:** Finance Supervisor	100%	100%	65%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Strategy 2: Maintain District web pages that contain financial information for easy access for staff, community members, and other stakeholders **Strategy's Expected Result/Impact:** Information posted on web page **Staff Responsible for Monitoring:** Business office administration	100%	100%	100%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Strategy 3: Provide training for all necessary district personnel on the district financial procedures **Strategy's Expected Result/Impact:** Agendas Sign in sheets Region I Monthly Council Meetings TASBO Annual Conference **Staff Responsible for Monitoring:** Business office Supervisors	100%	100%	90%	→

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

Goal 4: Donna I.S.D. 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: Federal Programs-The district will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA, 90% of federal budgets will be spent.

Evaluation Data Sources: ESSA Application and Compliance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide district with Title 1 Part A allowable use of Funds: Programs/Activities/Strategies must be research based and meet the C.N.A. **Strategy's Expected Result/Impact:** Evaluation will be on Final ESSA Compliance Report **Staff Responsible for Monitoring:** District Administrators/staff/teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1 **Funding Sources:** - Title I (211), - State Comp.(164)	50%	80%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Supplemental research for core areas Service delivery methods such as: Tutorials Small group instruction Individualized instruction Computer aided instruction Extended learning opportunities **Strategy's Expected Result/Impact:** Evaluation will be on Final ESSA Compliance Report Extra Duty Pay Reports **Staff Responsible for Monitoring:** District Administrators (Campus and central office admin.) **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - 211.XX.6125. - $217,597, - Title I (211) - 211.XX.6118. - $13,817, - State Comp.(164) - 164.XX.6118 - $153,240	50%	75%	90%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide funding for: Supplemental Guidance and Counseling Salaries, Travel, Supplies & Materials & Misc. for counselors & counseling dept. **Strategy's Expected Result/Impact:** Evaluation will be on the Final ESSA Compliance Report **Staff Responsible for Monitoring:** District Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - State Comp.(164) - 164.XX.6XXX - $2,394,999, - Title I (211) - 211.XX.6XXX - $21,329, Training/Workshops - Title IV 289 - 289.31.6411 - $15,000	60%	90%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide funding for: Supplemental Health/Dental/Eye Care **Strategy's Expected Result/Impact:** Evaluation will be the requisitions for services **Staff Responsible for Monitoring:** Nurses and Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Title I (211) - 211.33.6219.XX - $21,035	10%	45%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Schoolwide Programs: Funds to improve student performance and upgrade the entire educational program Funding on the campuses must be supplemental for all 6300s and all 6400s **Strategy's Expected Result/Impact:** Evaluation will be on the Final ESSA Compliance Report **Staff Responsible for Monitoring:** District teachers, principals, director of federal programs **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - 211.XX63XX - $639,100, - Local (199) - 211.XX.64XX - $180,629, - State Comp.(164) - 164.XX.63XX - $195,276, - State Comp.(164) - 164.XX.64XX - $228,540	50%	70%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide supplies and materials to meet the department needs and staff development at central office. ELA, Math, Science & Social Studies Departs. Supplies & Materials (6300s & 6400s) **Strategy's Expected Result/Impact:** Requisitions **Staff Responsible for Monitoring:** Federal Programs Director Core Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Funding Sources:** - State Comp.(164) - 164.11.6395.SO.891 - $3,000, - Title I (211), - Local (199), - Teacher/Principal (255) - 32,495.03	55%	90%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Attend trainings such as the ACET Conference (Fall and Spring); Region 1 Trainings, TASBO Fees & Dues, GEAR Up meetings, TESA etc.. **Strategy's Expected Result/Impact:** Travel Attendance certificates **Staff Responsible for Monitoring:** Director of Federal Programs, Coordinator of Federal Programs, Accountant, Secretarial, clerical staff **Funding Sources:** - State Comp.(164) - 164.21.6239.00.915. - $75, - Title I (211) - 211.21.6411.00.915 - $4,850, - Local (199) - 199.21.6411. - $433, - Teacher/Principal (255) - 255.21.6411.00.915.24.0.SD - $300	60%	75%	85%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Summer School Supplemental Staff Development Hire staff to work summer school and provide transportation to these students. **Strategy's Expected Result/Impact:** Summer School **Staff Responsible for Monitoring:** Director of Federal Programs Coordinator of Federal Programs **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - 199.XX.6499 - $3,000, - Title I (211) - 211.XX.61XX - $650,000, - State Comp.(164) - 164.XX.6494 - $150,000	5%	30%	60%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Providing funding for District Curriculum directors & strategists salaries **Strategy's Expected Result/Impact:** Employees contracts, periodic compliance **Staff Responsible for Monitoring:** Federal Programs Director CFO Human Resources Dept. **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - State Comp.(164) - 164.11.6119 - $526,773, - State Comp.(164) - 164.11.6119 - $286,877	100%	100%	100%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide funding for supplemental clothing assistance for our economic disadvantaged students to purchase uniforms and misc clothing for students. **Strategy's Expected Result/Impact:** Vouchers for Clothing **Staff Responsible for Monitoring:** Federal Programs Director Campus Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** 211.32.6499 - Title I (211) - $26,000	55%	90%	100%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide funding for our homeless population to purchase school supplies and/or personal hygiene products. **Strategy's Expected Result/Impact:** Vouchers/requisitions for supplies. **Staff Responsible for Monitoring:** Federal Programs staff Campus Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Title I (211) - 211.11.6499 - $10,000	55%	85%	100%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide summer school opportunities for students to receive remediation for SSI grades, for ELL Early Childhood students to receive bilingual education as well as literacy programs, for Secondary students to recover credits, accelerate and obtain additional credits, as well as attend intense course to prepare for the college entrance exams. **Staff Responsible for Monitoring:** Assistant Superintendent for Curriculum & Instruction Curriculum Directors Bilingual Director Federal & SCE Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 211.11.6118.XX.XXX.XX.SS - Title I (211) - $500,000, - State Comp.(164) - 164 - $150,000	5%	35%	75%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide funding to hire part time parent attendance helpers to call home of all students who are absent on a daily basis. In an effort to improve academic performance, students need to be in school daily. This also improves district's ADA. Our at risk population is absent frequently, which further makes students behind. Calling home and getting them to school will assist their performance. **Strategy's Expected Result/Impact:** Improved Scores of AT risk population Improved ADA in all schools **Staff Responsible for Monitoring:** Campus Principal Fed. Programs Director **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.1 **Funding Sources:** - State Comp.(164) - 164.32.6125.00 - $114,000	100%	100%	100%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Provide training on the C.N.A. process for campuses staff. The staff will then work on their CNA using the new method of multiple sources of data. **Strategy's Expected Result/Impact:** Thorough C.N.A. **Staff Responsible for Monitoring:** District Administrators **Funding Sources:** - Teacher/Principal (255) - 255.13.6239.00.915.24.0.00 - $3,200	0%	25%	90%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Provide mileage reimbursement to Part time employee to do the technology inventory of items purchased with federal funds. **Funding Sources:** 199.21.6411 - Local (199) - $300	5%	55%	100%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Address any Frontline enhancements required to provide effective data reports to efficiently run the federal programs department and develop sound district and campus budgets. **Strategy's Expected Result/Impact:** Enhanced reports **Staff Responsible for Monitoring:** Federal Programs staff **Funding Sources:** 199 - Local (199) - $1,000	10%	45%	100%	100%

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Provide supplemental funding to purchase interactive boards and microphones. Microphones will be used to enhance delivery of instruction while wearing a face covering. Interactive boards will work in conjunction with student's IPads so that teachers can provide interactive lessons. **Strategy's Expected Result/Impact:** 100% of All PK4 through 2nd grade core teachers will use interactive boards in their lessons. **Staff Responsible for Monitoring:** Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 211 - Title I (211) - $266,248	30%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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: Human Resources: The District will maintain a 100% highly qualified status for the staffing requirements of the ESSA. The District will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%. Human Resources: The District will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide new teacher orientation for all new teachers so that they become familiar with district policies, procedures and academic program goals. **Strategy's Expected Result/Impact:** Training evaluation, district student performance results **Staff Responsible for Monitoring:** Assistant Superintendent for Human Resources, Director of Human Resources, Academic Officers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Donna ISD will advertise the respective vacancies and job descriptions via multiple online medias including the Donna ISD Website and Region One website. **Strategy's Expected Result/Impact:** Immediate Upon need. **Staff Responsible for Monitoring:** Assistant Superintendent for HR Director of HR Human Resource Staff **Funding Sources:** - Local (199)				

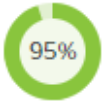
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Donna ISD will provide competitive compensation for all instructional and support staff. **Strategy's Expected Result/Impact:** Yearly **Staff Responsible for Monitoring:** Superintendent Assistant Superintendent **Funding Sources:** - Local (199), - Bilingual (162), - State Comp.(164), - State Special Ed. (165), - Title I (211), - Migrant (212)				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Donna ISD will update and maintain all job descriptions for all positions. **Strategy's Expected Result/Impact:** Yearly **Staff Responsible for Monitoring:** Human Resource Department Campus Administration Department Administration				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Donna ISD will conduct Bi-Annual Certification audits to ensure appropriate certification of all certified required personnel. **Strategy's Expected Result/Impact:** Yearly **Staff Responsible for Monitoring:** Human Resource Department Campus Administration				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Donna ISD will ensure that all records are maintained and managed by the Records Department and Human Resources Department. **Strategy's Expected Result/Impact:** All documents are in the appropriate files and the appropriate files are appropriately scheduled for storage or destruction. **Staff Responsible for Monitoring:** Records Manager Director of Human Resources				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Donna ISD will facilitate the compliance of all mentor training requirements of all ACP teachers. **Strategy's Expected Result/Impact:** All ACP Teacher mentors are trained. **Staff Responsible for Monitoring:** Campus Principal Human Resources Department				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Direct/conduct 100% of the Investigations of all Title IX and Title VII allegations as per policy. **Strategy's Expected Result/Impact:** Appropriately resolve all investigations on a timely manner. **Staff Responsible for Monitoring:** Assistant Superintendent for Human Resources Director of Human Resources Principals Directors				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Donna ISD will provide the statutorily required training in Title IX, VII, Child Abuse Awareness, and Policy to all staff twice per year. **Strategy's Expected Result/Impact:** All training will be documented and maintained at the Campus/Department levels. **Staff Responsible for Monitoring:** All leadership staff	100%	100%	100%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Donna ISD will provide training for teachers and appraisers on how to design strategies through their SLO's that will help them meet their goals for student success. **Strategy's Expected Result/Impact:** Student growth **Staff Responsible for Monitoring:** Assistant Superintendent for Human Resource, Assistant Superintendent for Elementary Leadership, Assistant Superintendent for Secondary Leadership, Assistant Superintendent for Curriculum and Instruction, Principals. **Funding Sources:** - Teacher/Principal (255) - $4,800	100%	100%	100%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Donna ISD will provide training and an online platform to document and manage teacher appraisal and student growth data to ensure the appropriate distribution of funds gained via the Teacher Incentive Allotment designations. **Strategy's Expected Result/Impact:** All teachers and administrators data will be housed and managed appropriately. **Staff Responsible for Monitoring:** Executive Director of Data Evaluation and Performance Outcomes and Human Resource Personnel **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability**	0%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 4: Testing & Evaluation Department: The Testing Department will ensure that all 3rd-12th grade students are tested with the required state assessments. The Testing Department will ensure that 100% of the Campus Testing Coordinators, Principals, and other staff involved with testing receive appropriate training yearly.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The Testing Director will attend Region One for Staff Development and meetings to learn about any state/federal changes, updates, or other new information or initiatives. In addition, the Testing Director will attend different conferences (Texas Assessment Conference, Testing Coordinator's Academy, TSNAP Trainings/Conferences, visit other districts, as well as attend any other conferences and trainings related to Testing) that will keep the Testing Department up to date and informed of the latest information. **Strategy's Expected Result/Impact:** Information will be shared with district and campuses when returned, so that information will be worked on and implemented. **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Director of Testing Secretary **Funding Sources:** - Local (199) - 199.21.6411 - $2,000	10%	65%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The Testing Department will provide access to the Plan4Learning Program so that the District and Campuses may create & revise the District and Campus Improvement Plans. **Strategy's Expected Result/Impact:** District Improvement Plan Campus Improvement Plan Note: Plan4Learning is paid by each of the campuses. Requisition- 199.23.6399 ($550.00 per Campus Improvement Plan + $450 for the Spanish translation) **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction District Directors Director of Testing Principals Assistant Principals Curriculum Specialists Deans **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **Funding Sources:** 199.23.6399 - Local (199) - $23,450	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: The Testing Dept. will provide software such as TestHound, Performance Tracker, Auto Pilot, and any other components for TestHound that is needed for Testing. The dept. will also assist with Plan4Learning, DMAC, Eduphoria and Lead4ward (these will be funded through different accounts). **Strategy's Expected Result/Impact:** Testhound-Coordinates test processes and procedures, including inventory management, student tracking, test scheduling, accommodation assignment, and reporting. The Campus Testing Coordinators utilize TestHound to create testing schedules, track student accommodation information, ensure appropriate test and test booklet assignments, track inventory, and create customized reports based on campus and student needs. Plan4Learning-Holds the district and campus improvement plans for each school year. DMAC & Eduphoria-Utilized for data disaggregation, presentation, running different types of reports, TTESS, Attendance, Lesson Planning, Testing, etc. Note: Eduphoria is payed by account #199.11.6399.SW.890.11.0.00 - $68,000.00 Federal Programs assists with providing funds for DMAC-Account #211.11.6399.SC.891.24.0.00 - $15,100.00 Testhound is payed by the Testing Dept. account #199.21.6399.00.892.00.0.00 - $15,238.30 **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Director of Testing Curriculum Specialists Deans Directors Principals Technology **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** Testhound - Local (199) - 199.21.6399.00.892.99.0.00 - $15,238, Eduphoria - Local (199) - 199.11.6399.SW.890.11.0.00 - $68,000, DMAC - Title I (211) - 211.11.6399.SC.891.24.0.00 - $15,100	15%	75%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: The Testing Dept. will provide funds to purchase office supplies, materials, Personal Protective Equipment (PPE), as well as other items to meet the needs of the department. **Strategy's Expected Result/Impact:** Purchase Orders **Staff Responsible for Monitoring:** Director of Testing Secretary **Funding Sources:** - Local (199) - 199.21.6399 - $3,000	25%	75%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: The Testing Department will purchase fixed assets (as needed) to acquire updated technology to assist with state & federal testing and related data and information. **Strategy's Expected Result/Impact:** District & Campus Reports **Staff Responsible for Monitoring:** Director of Testing Secretary Technology **Funding Sources:** - Local (199) - 199.21.6395 - $2,500	0%	75%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: The Testing Department will recognize and acknowledge deans and curriculum specialists in the implementation and effectiveness to prepare and create an effective testing environment as an incentive. **Strategy's Expected Result/Impact:** Meetings, trainings,and other events. **Staff Responsible for Monitoring:** Director of Testing Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Local (199) - $600	5%	50%	95%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: The Testing Dept. will assist some CTC's with some funds (when available) to be able to attend the Texas Assessment Conference. **Strategy's Expected Result/Impact:** Trainings, information **Staff Responsible for Monitoring:** Director of Testing Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Local (199) - $400	60%	100%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: The Testing Dept. will provide a light snack or light lunch (when available) when having trainings or working lunches for deans and curriculum specialists. **Strategy's Expected Result/Impact:** Trainings, information **Staff Responsible for Monitoring:** Director of Testing Secretary **Funding Sources:** - Local (199) - $400	0%	0%	100%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: The Testing Department will purchase items (calendars, pens, tote bags, or other items) for trainings and presentations to promote a testing team and richer culture and climate. **Strategy's Expected Result/Impact:** Trainings Meetings **Staff Responsible for Monitoring:** Director of Testing Secretary **Funding Sources:** - Local (199) - $500	20%	100%	100%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: The Testing Dept. will provide funds for Operating Leases. **Strategy's Expected Result/Impact:** Reports Manuals Booklets Copies **Staff Responsible for Monitoring:** Director of Testing Secretary **Funding Sources:** - Local (199) - $1,800	15%	50%	90%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: The Testing Dept. will hire a PEIMS consultant as needed to assist with the student data files during Fall and Spring semesters (STAAR, STAAR Alt. 2, TELPAS, TELPAS Alt., Interim Assessments, BOY and/or EOY Assessments). **Strategy's Expected Result/Impact:** Creating Student Data Files for State & Federal Testing Coding/Tagging of Students Checking for Accuracy **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Director of Testing PEIMS Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local (199) - $1,000	0%	0%	0%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: The Testing Department will have the assistance of a certified professional volunteer in the Spring semester and Summer if needed. **Strategy's Expected Result/Impact:** Recommendation and time cards. **Staff Responsible for Monitoring:** Human Resource Department Parental Department Testing Director	0%	0%	0%	→

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: The Testing Department will hire a part-time employee familiar with the process and cycles of all types of testing to assist the Testing Department during Spring 2022 testing. **Strategy's Expected Result/Impact:** Assistance with preparing/distributing tests, intake after assessment periods, checking, shipping, etc. **Staff Responsible for Monitoring:** Testing Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** 199.21.6125.00.892.99.0.00 - Local (199) - $800	0%	5%	15%	→

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

Goal 4: Donna I.S.D. 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 5: Expenditures: The District will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide supplies, materials, furniture, and technology resources to implement initiatives throughout the year. Provide refreshments and materials for trainings (as needed) **Strategy's Expected Result/Impact:** Implementation of daily operations and initiatives. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent of Support Services **Funding Sources:** - Local (199) - 41.701/702 - $16,723, - Local (199) - 41.734 - $6,390	10%	50%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Staff and Board of Trustees Travel Expenses including transportation, fees, and meals. **Strategy's Expected Result/Impact:** Sharing of information to improve district programs. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent of Support Services **Funding Sources:** - Local (199) - 41.701/702 - $70,580, - Local (199) - 41.734 - $2,000	20%	50%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Contracted Services **Strategy's Expected Result/Impact:** Request Contract Services from outside vendors for district operations **Staff Responsible for Monitoring:** Superintendent **Funding Sources:** - Local (199) - 41.701/702 - $10,696	10%	50%	75%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Operating Leases **Strategy's Expected Result/Impact:** Obtain leases for daily operations. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent of Support Services **Funding Sources:** - Local (199) - 41.734 - $4,000, - Local (199) - 41.701/702 - $13,000	5%	30%	70%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Fix Assets **Strategy's Expected Result/Impact:** Updated technology to perform work task **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent of Support Services **Funding Sources:** - Local (199) - 41.734 - $3,692, - Local (199) - 41.701/702 - $7,550	15%	30%	70%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Extra Duty Pay-Provides funds for personnel to compensate for working and/or after regular hours, during summer administrations, etc. **Strategy's Expected Result/Impact:** Work performance to complete the task. **Staff Responsible for Monitoring:** Superintendent **Funding Sources:** - Local (199) - 41.701/702 - $18,700	10%	35%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 6: Warehouse/Fixed Assets/Textbooks - Warehouse Departments will ensure all requisitions requested by campuses and department district-wide are expedited in a timely manner as per identified needs.

Evaluation Data Sources: Instructional Materials Coordinator

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide training to staff on safety procedures and other trainings necessary (Title IX, Title VII, Child abuse, etc). **Strategy's Expected Result/Impact:** Agenda, Sign in Sheets, Handouts, PowerPoint, Videos **Staff Responsible for Monitoring:** Director, Supervisor and Coordinator **Funding Sources:** - Local (199) - $1,000	0%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide instructional materials including teacher supplies, janitorial, and textbooks to campuses and departments district-wide. **Strategy's Expected Result/Impact:** District-wide Requisitions **Staff Responsible for Monitoring:** Director, Supervisor, and coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local (199) - 199.00.1310.GI.00000.00 - $500,000	0%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide all necessary textbooks and materials to campuses to ensure student success. **Strategy's Expected Result/Impact:** Completed Requisitions **Staff Responsible for Monitoring:** Director, Supervisor, and coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4	0%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide necessary maintenance and fuel to department vehicles as necessary to expedite warehouse orders. **Funding Sources:** - Local (199)	0%	100%	100%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 7: Custodial Department will ensure to maintain the building, its premises and the facilities within, keeping them safe and clean.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide training on Safety Procedures in and around the work place and other training as necessary. (Title IX, Title VII, Child Abuse, Sexual-Harassment.) **Strategy's Expected Result/Impact:** Staff Development, with Agenda, Sign in Sheets, Handouts, PowerPoint and Videos, including SafeSchools trainings. **Staff Responsible for Monitoring:** Director, Supervisor, Head Custodian	90%	85%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide janitorial supplies to each campus and department. **Strategy's Expected Result/Impact:** District-wide supply orders. **Staff Responsible for Monitoring:** Director, Supervisor, Secretary and Head Custodians **Funding Sources:** - Local (199) - $350,000	75%	85%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Replace equipment for campuses as needed. **Strategy's Expected Result/Impact:** District-wide fixed asset per. campus. 15% budget is used to replace equipment. **Staff Responsible for Monitoring:** Director and Supervisor **Funding Sources:** - Local (199) - Local 199 - $350,000	20%	60%	65%	→

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

Goal 4: Donna I.S.D. 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 8: Maintenance Department will provide students, staff and visitors with a safe and comfortable learning environment by maintaining well kept facilities.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide training on Safety Procedures in and around the work place and other training. (Title IX, Title VII, Child Abuse and Sexual Harassment) Lifting, moving heavy equipment and furniture, provide Hazcom training, Asbestos plan, and indoor air quality programs **Strategy's Expected Result/Impact:** Staff Development with agenda and sign in sheets, handouts and power point presentations. Hazcom Training Asbestos & InDoor Air Quality TASBO TEKS Region 1 TASB Training IPM Training **Staff Responsible for Monitoring:** Director, Lead Supervisor, Safety Representative **Funding Sources:** Training and Travel - Local (199) - $5,000	0%	80%	0%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Contracted Services for Chiller Preventive Maintenance, Water Treatment for Chillers District-Wide, Building Automated Controls for 8 buildings, Mowing Services for DNHS and 4 Elementary Schools, GPS Monitoring Devices, Elevator Preventative Maintenance, WWTP Water Sampling, Fire Panels, Risers, Fire Extinguishers, and District Camera Servers. **Strategy's Expected Result/Impact:** Energy Management Specialist uses monthly bills to gauge if performance has been met. - 5% reduction in water usage and 5% reduction comfort complaints. Schedule P.M Services or Inspections on a monthly, quarterly or annual basis to keep in compliance. **Staff Responsible for Monitoring:** Director, Energy Management Specialist, Safety Rep. , Network Administrator **Funding Sources:** Contracted Services - Local (199) - $400,000	0%	85%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: District-wide maintenance and operations to include, Beautification, Facility Improvements, and Grounds Improvements. **Strategy's Expected Result/Impact:** Improve the appearance of our facilities and provide a safe and healthy environment for staff and students. **Staff Responsible for Monitoring:** Director, Lead Supervisor, Maintenance Supervisor, Energy Management Specialist **Funding Sources:** Supplies and Maintenance - Local (199) - $3,000,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Replace vehicles, equipment, machinery, vehicles, and tools. **Strategy's Expected Result/Impact:** Replace aging vehicles, machinery, tools and equipment on an annual basis. **Staff Responsible for Monitoring:** Director, Lead Supervisor **Funding Sources:** Capital Improvements - Local (199) - $5,000,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 9: Replace equipment and supplies as needed for campuses and departments.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Replace technology equipment every three years for departments and campuses **Strategy's Expected Result/Impact:** Increase Productivity **Staff Responsible for Monitoring:** Department Directors and Principals **Funding Sources:** Local Funds - Local (199) - $100,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 10: Bilingual/ESL: Have 100% of teachers assigned to bilingual or ESL program appropriately certified for assignment.

Targeted or ESF High Priority

Evaluation Data Sources: SBEC Certification Look-Up, TEAMS query

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide Bilingual/ESL Certification prep sessions, including staff development targeting bilingual/ESL education and the materials/resources needed. (EiT, ESC 1, UT Austin, Barnes and Noble, Gateway, Scholastic, etc...) **Strategy's Expected Result/Impact:** Increase awareness of pedagogy and certification requirements when addressing identified EL students. **Staff Responsible for Monitoring:** Bilingual/ESL Department, Human Resources Department **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** - Bilingual (162) - $282,528	35%	75%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Comprehensive Professional Development Plan Requirements SS89.1207 (D) an assurance that the school district will implement a comprehensive professional development plan that: (i) is ongoing and targets the development of the knowledge, skills, and competencies needed to serve the needs of English learners; (ii) includes the teachers who are not certified or not appropriately certified who are assigned to implement the proposed alternative program; and (iii) may include additional teachers who work with English learners. (Teacher Created Materials, Velazquez Press, Lupe LLoyd and Associates, Houghton Mifflin Harcourt, etc.....) **Strategy's Expected Result/Impact:** Increase the number of teachers that are Bilingual and/or ESL certified. **Staff Responsible for Monitoring:** Bilingual/ESL Education Department **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** - Bilingual (162) - $272,316	35%	60%	80%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Donna I.S.D. 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 11: Provide district personnel with the preparation and professional development needed to demonstrate proficiency in using technologies effectively

Evaluation Data Sources: Educator preparation and development

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide professional development for integrating technology applications into all other TEKS using a variety of models. **Strategy's Expected Result/Impact:** NCLB 01, 02,03,04a, 04b, 07,08, 12 **Staff Responsible for Monitoring:** Master Technology Teachers, Administrators, Master Instructor of Technology **Schoolwide and Targeted Assistance Title I Elements:** 2.4	65%	75%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Each campus will allocate funds into their budgets for technology professional development as written in the approved campus improvement plan. **Strategy's Expected Result/Impact:** EP01, EP05,EP06, LAS01, LAS02, TL03, TL08, TL12 **Staff Responsible for Monitoring:** Campus Administrators	40%	50%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide instructional mentors to support classroom technology usage to improve core curriculum areas **Strategy's Expected Result/Impact:** EP03,EP09, LAS03, LAS10, TL06, TL12, TL16 **Staff Responsible for Monitoring:** Lesson Plans Eduphoria **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	60%	70%	85%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 12: Provide professional development for integrating technology into teaching and learning and administration utilizing standards set by the State Board of Educators Certification.

Evaluation Data Sources: Educator preparation and development

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Training will be provided for teachers, media specialist, principals, and administrators to meet SBEC Technology Application standards **Strategy's Expected Result/Impact:** EP02, EP04, LAS03, TL01, TL03, TL06 **Staff Responsible for Monitoring:** Eduphoria Agendas	30%	40%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: One staff development day will be designated at the beginning of the school year for gradebook, district email, Eduphoria Teachers' utilities. **Strategy's Expected Result/Impact:** EP01, EP07, LAS02, LAS03, LAS10, TL12 **Staff Responsible for Monitoring:** Training Sign in sheets Agendas	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Professional development for educators to learn best practices on how to integrate technology into the curricula. **Strategy's Expected Result/Impact:** EP06 **Staff Responsible for Monitoring:** TCEA Region One Megabytes Workshops Technology Conferences **Funding Sources:** Conferences - Local (199) - $25,000	35%	50%	75%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Assign a Campus Technology Team to support classroom technology usage to improve learning in core curriculum areas. **Strategy's Expected Result/Impact:** EP02, EP09, LAS10, TL10, TL12 **Staff Responsible for Monitoring:** Campus Technology Trainings	35%	50%	70%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: DISD will designate a one day Technology workshop for all teachers and administrators **Strategy's Expected Result/Impact:** EP01, EP02, LAS03, LAS10, TL01 **Staff Responsible for Monitoring:** Agendas Sign in sheets	50%	60%	75%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 13: Provide opportunities for educators to develop model practices in the integration of technology instruction.

Evaluation Data Sources: Educator preparation and development

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Allocate funds for the Technology Leadership in Education Certification Program **Strategy's Expected Result/Impact:** EP01, EP07, LAS02, LAS03, LAS10, TL12 **Staff Responsible for Monitoring:** Certificate Tuition Receipt Passing grade Budget UTRGV - Brownsville **Funding Sources:** Technology Leadership Certification - Local (199) - $25,000	0%	5%	15%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All certified personnel will receive 6 hours of instructional technology training each year using online software. **Strategy's Expected Result/Impact:** EP01, LAS01, LAS03, LAS14 **Staff Responsible for Monitoring:** Atomic Learning Certificates	0%	10%	30%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Master Technology Teacher will mentor at least one teacher on integrating technology into their lesson plans. **Strategy's Expected Result/Impact:** EP01, EP02, EP05 **Staff Responsible for Monitoring:** Mentor logs Binder Lesson Plans	55%	65%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Master Technology Teacher will conduct trainings at their respective campuses on integrating technology every six weeks. **Strategy's Expected Result/Impact:** EP01, EP02, EP05 **Staff Responsible for Monitoring:** Sign In Sheets Agendas	30%	50%	65%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 14: Expenditures: The District will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide supplies, materials, furniture, and technology resources to implement initiatives throughout the year. Provide refreshments and materials for trainings (as needed) **Strategy's Expected Result/Impact:** Implementation of daily operations and initiatives. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent of Support Services **Funding Sources:** - Local (199) - 41.734 - $6,390, - Local (199) - 41.701/702 - $16,723	10%	50%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Staff and Board of Trustees Travel Expenses including transportation, fees, and meals. **Strategy's Expected Result/Impact:** Sharing of information to improve district programs. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent of Support Services **Funding Sources:** - Local (199) - 41.734 - $2,000, - Local (199) - 41.701/702 - $70,580	5%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Contracted Services **Strategy's Expected Result/Impact:** Request Contract Services from outside vendors for district operations **Staff Responsible for Monitoring:** Superintendent **Funding Sources:** - Local (199) - 41.701/702 - $10,696	10%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Operating Leases **Strategy's Expected Result/Impact:** Obtain leases for daily operations. **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent of Support Services **Funding Sources:** - Local (199) - 41.734 - $4,000, - Local (199) - 41.701/702 - $13,000	10%	35%		

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Fix Assets **Strategy's Expected Result/Impact:** Updated technology to perform work task **Staff Responsible for Monitoring:** Superintendent, Assistant Superintendent of Support Services **Funding Sources:** - Local (199) - 41.734 - $3,692, - Local (199) - 41.701/702 - $7,550	5%	40%		

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Extra Duty Pay-Provides funds for personnel to compensate for working and/or after regular hours, during summer administrations, etc. **Strategy's Expected Result/Impact:** Work performance to complete the task. **Staff Responsible for Monitoring:** Superintendent **Funding Sources:** - Local (199) - 41.701/702 - $18,700	10%	45%		

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 15: District leadership will provide a light snack or light lunch (when available) when having trainings, meetings or working lunches for campus principals.

Evaluation Data Sources: Principal Meetings and/or trainings

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus principals will be provided with trainings, and/or meetings throughout the school year to enhance their learning to help improve learner outcomes. **Strategy's Expected Result/Impact:** For leaders to attend the full day sessions and gain the intended knowledge. **Staff Responsible for Monitoring:** Assistant Superintendents/Directors **Funding Sources:** Funds for meals - Local (199) - $500	0%	0%	0%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Donna I.S.D. 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: Risk Management: The District will ensure that a District 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Communicate available insurance benefits to enroll all district employees through campus, district and individual presentation **Strategy's Expected Result/Impact:** Presentations, Fliers and Meetings **Staff Responsible for Monitoring:** Director	0%	100%	25%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Offer payroll deductions for eligible employees. **Strategy's Expected Result/Impact:** Payroll deduction forms **Staff Responsible for Monitoring:** Director & CFO	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Stay current on insurance products to offer all stakeholders the best coverage available for the cost (such as voluntary products, health insurance, etc.) **Strategy's Expected Result/Impact:** Presentations, Fliers and Meetings **Staff Responsible for Monitoring:** Director	100%	100%	50%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide Board of Trustees a Health Insurance Aggregate Report **Strategy's Expected Result/Impact:** aggregate report monthly reports **Staff Responsible for Monitoring:** Director, Insurance Consultant	100%	100%	0%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Maintain Insurance for all district vehicles **Strategy's Expected Result/Impact:** insurance binder, fleet list **Staff Responsible for Monitoring:** Director	100%	100%	100%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: conduct site visits to determine safety issues district-wide to be addressed for correction, by appropriate service provider **Strategy's Expected Result/Impact:** School/Department Inspections document safety meetings **Staff Responsible for Monitoring:** Director Safety Representative	75%	75%	60%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Update and maintain an Emergency Response Plan to be implemented district-wide **Strategy's Expected Result/Impact:** Provide updates and after action review meetings with Emergency Operations Team **Staff Responsible for Monitoring:** Director District Safety Emergency Management Team	100%	100%	50%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Conduct quarterly practice on Emergency Response Plan at all district sites to determine effectiveness **Strategy's Expected Result/Impact:** State mandated drills and other response drills **Staff Responsible for Monitoring:** Director, First Responders	80%	80%	80%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Maintain Asbestos District Plan and provide training for district personnel **Strategy's Expected Result/Impact:** Asbestos Training **Staff Responsible for Monitoring:** Maintenance Director	0%	80%	100%	100%

Strategy 10 Details	Reviews			
Strategy 10: conduct 3 year inspection of sites with asbestos and complete 6 month surveillance reports.	Formative			Summative
Strategy's Expected Result/Impact: Reports Inspections	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Maintenance Director	0%	65%	90%	

Strategy 11 Details	Reviews			
Strategy 11: Provide training for all district staff in the implementation of the Emergency Response Plan	Formative			Summative
Strategy's Expected Result/Impact: Inservice	Sept	Dec	Mar	June
Staff Responsible for Monitoring: First Responders	100%	100%	100%	

Strategy 12 Details	Reviews			
Strategy 12: Provide chemical awareness training for all auxiliary staff	Formative			Summative
Strategy's Expected Result/Impact: in-service Training right to know	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Director and Supervisor	0%	75%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Donna I.S.D. 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: Police Department: The District 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 at the respective campuses.

Evaluation Data Sources: PEIMS Discipline Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Provide security for all students, staff and property. **Strategy's Expected Result/Impact:** Incident/Offense Reports **Staff Responsible for Monitoring:** Police Officers & Security Guards	Sept	Dec	Mar	June
	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Classroom educational presentations; (ie. drug, gang, and bullying, tobacco) for prevention purposes. **Strategy's Expected Result/Impact:** Any of the following: Presentation Request Forms, Campus Rosters, Campus Documentation or Dispatch logs. **Staff Responsible for Monitoring:** Police Officers	Sept	Dec	Mar	June
	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: District, community events or presentations for students. **Strategy's Expected Result/Impact:** Any of the following: Presentation Request Forms, Campus Rosters, Campus Documentation or Dispatch logs. **Staff Responsible for Monitoring:** Police Officers	Sept	Dec	Mar	June
	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Supplement security measures i.e.: patrol vehicles, surveillance equipment, uniforms, body cameras **Strategy's Expected Result/Impact:** Department schedules **Staff Responsible for Monitoring:** Police Officers and Security Guards	Sept	Dec	Mar	June
	100%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Annual training for security guards. State mandated courses for police officers. **Strategy's Expected Result/Impact:** Sign-in sheets for in-house training Copy of Certificate or State Training Record **Staff Responsible for Monitoring:** Police Officers & Security Guards	100%	100%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Due to the high volume of cases; we have the need to purchase a mobile security camera that will record events and provide us with accurate information to provide security to our campuses and students. *purchase mobile camera **Strategy's Expected Result/Impact:** Reduce number of incidents **Staff Responsible for Monitoring:** Police Chief **Funding Sources:** 289.52.6395 - Title IV 289 - 289 - $23,500	100%	100%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Police department will provide a software to provide parents immediate alerts on bullying and school safety. **Staff Responsible for Monitoring:** School PD Campus Admin **Funding Sources:** - Title IV 289 - $2,500	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Donna I.S.D. 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: Insurance: The District will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Evaluation Data Sources: Insurance policies to employees and students.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: renew coverage application with carriers.	100%	100%	100%	→

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Donna I.S.D. 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: Nursing/Health Services: The District will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide Vision Services to students as needed. **Strategy's Expected Result/Impact:** Mandated State report due @ end of the year that will show an increased amount of students being given medical vouchers for Vision evaluation by an MD. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff. **Funding Sources:** - Local (199) - 6219 - $2,250	5%	45%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide Dental Services to students as needed. **Strategy's Expected Result/Impact:** Medical Referrals from campuses sent to Health Services office to generate a PO and Vouchers given to students for Dental services @ Dentist office. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff. **Funding Sources:** - Local (199) - 6219 - $1,950	5%	55%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide Hearing services to students as needed. **Strategy's Expected Result/Impact:** Mandated State report due @ end of year that will show an increased amount of students being given medical vouchers for Hearing evaluation by an MD. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff. **Funding Sources:** - Local (199) - 6219 - $0	10%	55%	100%	100%

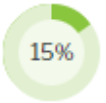
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide Scoliosis screenings to students as needed. **Strategy's Expected Result/Impact:** Mandated State report due at end of year. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff	10%	55%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide head lice checks to students during screening procedures as needed. **Strategy's Expected Result/Impact:** Nursing staff will have a log of students that were checked for nit/head lice and outcome. Some were treated with medicated shampoo at home, others were reported to CPS because of parental non-compliance. Students with Medicaid/Insurance will be evaluated by an MD, if student has no insurance Nurses will give medicated shampoo to parents to use on students as per DISD Medication Protocol. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff. **Funding Sources:** To purchase medciated Lice Shampoo for students that have no medcial insurance. - Local (199) - 6399 - $116.80	5%	50%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide Acanthosis Nigricans screenings to students as needed and conduct Diabetes awareness data collection through SEEP (School Education & Enrollment Program). **Strategy's Expected Result/Impact:** Texas Risk Assessment for Type 2 Diabetes in Children reported to UTRGV Border Health Office and collection of forms from students. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff.	5%	50%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide First Aid to students and staff as needed. **Strategy's Expected Result/Impact:** Improve the health and well being of students and staff. All clinic visits will be imputed in TEAMS. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff. **Funding Sources:** Medical supplies needed to stock all campus clinics with first aid supplies. - Local (199) - 6399 - $18,563.06	15%	55%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Administer medications to students as ordered by MD or with parent's signed permission & monitor compliance. **Strategy's Expected Result/Impact:** Improve the student health & well being of students. Students will attend school while they are on a medication regimen to increase student attendance. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff.				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Licensed Nurses will perform medical procedures to students as ordered by MD. Registered Nurses will formulate Individualized Health Care Plans for Sp. Ed. & 504 students requiring a medical service using APIE method: Assessment, Planning, Intervention & Evaluation. **Strategy's Expected Result/Impact:** Child will attend and remain in school due to life sustaining medical procedures being done by licensed nursing staff. School staff will adhere to the student's IHP (Healthcare Plan) & IEP (Individualized Education Plan). **Staff Responsible for Monitoring:** Licensed Nursing staff.				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Review student's Immunization record and monitor compliance of required immunizations district wide. Input all immunizations into computer to generate Annual Immunization Report. **Strategy's Expected Result/Impact:** DISD will get 100% on Annual State Immunization Report. **Staff Responsible for Monitoring:** Licensed & Non-Licensed Nursing staff. **Funding Sources:** - Title I (211), - Local (199)				

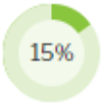
Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Perform presentations & educate students, parents, & staff on Personal Hygiene, Flu prevention, Promote Vaccines Good Nutrition, Diabetes Awareness, Cancer Awareness, Heart Disease, Vision Care, Dental Care, Puberty/Abstinence, Safety, First Aid, Food Allergy & Anaphylaxes Prevention, Child Sexual Abuse Prevention, STD, HIV/AIDS awareness & Prevention and any other disease process, chronic health condition, or community awareness to improve or promote a healthy life style. **Strategy's Expected Result/Impact:** Student's school attendance will increase due to education & awareness to prevent diseases, parents will staff will have increased knowledge of conditions that warrant MD evaluation. Parental Permission will be required for Puberty, Abstinence, and STD, HIV/AIDS Presentations. **Staff Responsible for Monitoring:** Licensed & Non-licensed Nursing staff.				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: All campus nursing staff will input all clinic visits, health screenings, health information, medications, medical procedures, and covid tests results into computer program...TEAMS and covid dashboard. Need funds for all Clinics that will require computers & printers and will replace out dated and inoperable technology equipment. **Strategy's Expected Result/Impact:** DISD will have 100% compliance with Mandatory Annual State Reports. **Staff Responsible for Monitoring:** All campus Nursing Staff.	15%	55%	100%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Health Services Director and Middle School RNs will make campus clinic visits to ensure all nursing staff is following DISD policies, Texas School Health Guidelines & Nurse Practice Act. **Strategy's Expected Result/Impact:** Health Services Director will report negative clinic visit findings to campus principal for consultation. **Staff Responsible for Monitoring:** Health Services Director and RNs from Middle Schools.	20%	35%	85%	100%

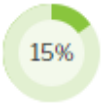
Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: All RNs will attend ARD meetings for 504 & Sp. Ed students and will formulate and update (IHPs) Individualized Health Care plans. **Strategy's Expected Result/Impact:** An RN will be available to attend all student ARDs & 504 meetings, formulate and ensure that IHPs are done and carried out by school staff. **Staff Responsible for Monitoring:** Health Services Director.	10%	60%	90%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Provide CPR recertification to all health services staff every 2 years, Provide screening certification/re-certification on Vision, Hearing, & Scoliosis every 5 years through Texas Dept. State Health Services. **Strategy's Expected Result/Impact:** Pre/Post test, sign in roster, acquire CPR card - expires in two years. Screening Certs/Re-certs cards issued to be able to screen students. in Texas. **Staff Responsible for Monitoring:** Health Services Director will contract CPR Instructor, & contact TDSHS to schedule certs/re-certs. **Funding Sources:** CPR Recertifications are done every two years. - Local (199) - 6395 - $1,600	100%	100%	100%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide guest speakers to Nurse's Staff Development & Nurse's Monthly Meetings to include an annual refresher of how to avoid "Blood borne Pathogens" in the school setting. **Strategy's Expected Result/Impact:** Nursing staff will use acquired knowledge in campus clinics to train campus staff as well. **Staff Responsible for Monitoring:** Health Services Director, & Dept. Secretary. **Funding Sources:** - Local (199)				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Participate and assist in the planning of Health Fairs & Community Fairs for school district employees, staff, students, parents, & the community. **Strategy's Expected Result/Impact:** Community visitors, parents, & district staff attendance. Vendor participation & attendance rosters. **Staff Responsible for Monitoring:** Health Services Director and Dept.. Secretary.				

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Vaccine Clinics for students at campuses through out the school year and provide covid vaccine clinics for staff, students and the community. **Strategy's Expected Result/Impact:** Students will receive required vaccines before attending school so that DISD can be 100% compliance. Employees, students, and the community will get vaccinated to prevent getting covid. **Staff Responsible for Monitoring:** Health Services Director, Health Services Secretary, & campus Nursing staff.				

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Social/Luncheon in August, Christmas, End of the Year and give out incentives. **Strategy's Expected Result/Impact:** Increase nursing staff moral, retain current nursing staff, recognize excellence at the campus clinics. Give out Awards in May for Best Clinic, Nurse of the Year, and Superstar Health Aide. **Staff Responsible for Monitoring:** Health Services Director & Dept. Secretary. **Funding Sources:** - Local (199) - 6498 - $1,200				

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Online Registration began this school year. Nursing staff needed to verify student's vaccines for compliance and ensure all enrollment health forms are filled out. **Strategy's Expected Result/Impact:** 100% compliance on Annual Immunization District Report and ensure that health problem lists at campuses are up to date. **Staff Responsible for Monitoring:** Health Services Director, & campus nursing staff.	15%	45%	70%	

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21: Provide funds for lease of equipment, calibration, maintenance, and repair of medical equipment at campus clinics, and replace repairable items with new medical equipment and office furniture as needed. **Strategy's Expected Result/Impact:** Medical Equipment will be in top working capacity to provide accurate screening & assessment results. **Staff Responsible for Monitoring:** Health Services Director.	15%	55%	80%	100%

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 22: Health Services office will offer nursing staff opportunities to attend workshops, trainings, conferences, & Region One Educational meetings. **Strategy's Expected Result/Impact:** Nursing staff will gain knowledge and acquire new skills to care for students and staff at the campus clinics **Staff Responsible for Monitoring:** Health Services Director and Dept. Secretary.				

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 23: Health Services dept. staff will wear a department polo shirt to look coordinated and professional. **Strategy's Expected Result/Impact:** Providing a dept. shirt for each staff member will promote unity with in the dept. and cut down on inappropriate clothing and adhere to the employee hand book. **Staff Responsible for Monitoring:** Health Services Director.	10%	55%	100%	

Strategy 24 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 24: 26) Health Services needs to purchase a Spot Pedia Vision machine to screen older students for vision conditions. **Staff Responsible for Monitoring:** Health Services Director and School Nurses. **Funding Sources:** Check vision on older studnets using a more accurate instrument - Title I (211) - 6399 - $7,800	15%	100%	100%	100%

Strategy 25 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 25: 27) First Year School Nurse Mentor Program: Veteran RNs were selected based on their leadership skills. DISD has seven schools that have an LVN as the school nurse. An RN will be paired with an LVN from a campus that is responsible for the clinic. At the end of the school year, the LVN will demonstrate increased knowledge of how to screen a student, proper documenting, professional attitude in dealing with parents and school employees, and how to run an efficient clinic. the LVN will be able to present information to the students and staff in a confident manner and explain relevant points of interest to the subject matter. **Strategy's Expected Result/Impact:** The schools that have an LVN as the school nurse will have increased school nurse knowledge, more confidence to prepare a presentation for students and staff, and demonstrate increased communication skills. By May of the first year, the LVN will exhibit increased knowledge of screening students for vision, hearing, and scoliosis. Demonstrate knowledge of when to call an ambulance, and when to do a CPR report. The LVN will model a modest and professional attitude, and run an efficient clinic with the ability to meet all report deadlines and finish the school year with an satisfactory evaluation by the campus principal. **Staff Responsible for Monitoring:** Health Services Director and campus principals	0%	75%	100%	100%

Strategy 26 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 26: Covid Testing will be offered to students and employees at all DISD campus locations, and at Health Services office. A laboratory fee (CLIA) will be paid every two years as mandated by Fed. Gov. to continue to administer covid testing. All Biohazard waste to include used covid test kits will be disposed of in biohazard bags (red bags) and picked up by a private Biohazard Waste Disposal Services as needed. All biohazard waste from all schools, and depts. will be brought to Health Services office for pick up. **Strategy's Expected Result/Impact:** Covid cases will decrease and students will be healthy to remain in school. **Staff Responsible for Monitoring:** All Health Services and Nursing staff.	10%	45%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Donna I.S.D. 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: Nutrition/Food Services: The District will provide nutritional meals to 100% of all PK3-12th grade students to support academic success.

Targeted or ESF High Priority

Evaluation Data Sources: Meals served, checking campus cafeterias from for safety & compliance of all meals prepared and served.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Assign school cafeteria personnel based on student enrollment. **Strategy's Expected Result/Impact:** Personnel Records Enrollment Counts **Staff Responsible for Monitoring:** Director and Chief Financial Officer	0%	20%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Department will update licensing for NutriKids Software or equivalent for all campus kitchen and office staff needing Meal Counting & Claiming, Menu Planning, and Point of Service software. All data storage will be updated to a cloud based user type. **Strategy's Expected Result/Impact:** State Audit District based Evaluations **Staff Responsible for Monitoring:** Director and Chief Financial Officer District Accountant	0%	10%	55%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Department will purchase newer computers and printers required to resolve conflict issues with software updates necessary to run Meal Counting & Claiming, Menu Planning, and Point of Service to a cloud based user type. **Strategy's Expected Result/Impact:** State Audit District based Evaluations **Staff Responsible for Monitoring:** Director and Chief Financial Officer District Accountant	0%	10%	50%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Coordinate efforts with all cafeteria managers and food production clerks to create nutritional menus based on school nutrition guidelines. **Strategy's Expected Result/Impact:** Menus surveys trainings **Staff Responsible for Monitoring:** Director, field supervisor, food production clerk and cafeteria managers	0%	15%	40%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Maintain all school cafeteria kitchens fully equipped and dining rooms updated by prioritizing needs for each site and budgeting effectively. **Strategy's Expected Result/Impact:** 10 year plan **Staff Responsible for Monitoring:** Director, field supervisor and district accountant	0%	5%	50%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Adhere to all Region I bids for purchasing all food items and non-food items. **Strategy's Expected Result/Impact:** Processor Link-Commodity calculation worksheet **Staff Responsible for Monitoring:** Director, field supervisor and specialist inventory control manager	0%	35%	60%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Follow a program of cafeteria inspection to ensure that all state and federal regulations are met. **Strategy's Expected Result/Impact:** HACCP-Based Standard Operating Procedures (SOP's) and Worksheets **Staff Responsible for Monitoring:** Director, field supervisor, City of Donna Health Inspector, Hidalgo Health Inspector	0%	15%	45%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Submit Food Production Records and Inventory Records on a timely basis for each cafeteria site for required recordkeeping and storage. **Strategy's Expected Result/Impact:** FPR's submitted daily and inventory records are submitted at end of month. **Staff Responsible for Monitoring:** Cafeteria Manager, Food Production Record Clerk	0%	15%	45%	100%

Strategy 9 Details	Reviews			
Strategy 9: Prepare and maintain required records and procedures as required by the mandatory scheduled Administrative Review Audit as scheduled by the Texas Department of Agriculture **Strategy's Expected Result/Impact:** Critical Areas (Counting and Claiming and Meal elements) and General Area (all other program requirements.) **Staff Responsible for Monitoring:** Director, Field Supervisor and Cafeteria Manager	Formative			Summative
	Sept	Dec	Mar	June
	0%	20%	50%	100%

Strategy 10 Details	Reviews			
Strategy 10: Provide Nutritional Education for students. **Strategy's Expected Result/Impact:** Coordinated School Health District Program-District Newsletter **Staff Responsible for Monitoring:** Director	Formative			Summative
	Sept	Dec	Mar	June
	0%	15%	35%	

Strategy 11 Details	Reviews			
Strategy 11: Provide special diets as ordered by medical doctors for individuals with disabilities. **Strategy's Expected Result/Impact:** Doctor's Dietary Orders **Staff Responsible for Monitoring:** Director, cafeteria managers	Formative			Summative
	Sept	Dec	Mar	June
	0%	15%	30%	100%

Strategy 12 Details	Reviews			
Strategy 12: Provide Nutrition and Health information to the Student Health Advisory Council. **Strategy's Expected Result/Impact:** Agendas **Staff Responsible for Monitoring:** Director	Formative			Summative
	Sept	Dec	Mar	June
	0%	0%	10%	100%

Strategy 13 Details	Reviews			
Strategy 13: Provide staff development training to ensure staff is up to date with the menu pattern compliance, HACCP Training, and the proper forecasting, ordering, and discarding of food and trash items. **Strategy's Expected Result/Impact:** Agenda and annual in service training schedule **Staff Responsible for Monitoring:** Director	Formative			Summative
	Sept	Dec	Mar	June
	0%	10%	35%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Provide customer service training throughout the school year to ensure a safe and positive environment for all students. **Strategy's Expected Result/Impact:** Agenda Annual in service training schedule **Staff Responsible for Monitoring:** Director	0%	0%	15%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Provide training on Civil Rights and Discrimination in a school atmosphere and how to handle complaints in case one is filed. **Strategy's Expected Result/Impact:** Agenda Annual in service training schedule **Staff Responsible for Monitoring:** Director	0%	0%	30%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Child Nutrition Program employees are required and recommended to attend TDA, Region 1, or Vendor sponsored trainings, workshops, and conferences. Trainings and workshops are offered on CACFP(Dinner), General Child Nutrition Program, NSLP, Summer Food Program, and commodities allocation and surveys for distribution. Child Nutrition Program staff is required to remain up to date and in compliance in areas related to Operations, Administration, and Nutrition. Administration staff is recommended and encouraged to join memberships and attend trainings and meeting that will contribute to the success of the CNP Program such as School Nutrition Association, Texas Association of School Nutrition, Texas Association of School Business Officials, and any other trainings recommended by Region 1 or Texas Dept of Agriculture. **Strategy's Expected Result/Impact:** Attend Meetings/ Compliance for Auditing and Operations **Staff Responsible for Monitoring:** Director	0%	15%	55%	100%

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: The Child Nutrition Program is required to pass an Administrative Review and Financial Audit Compliance with as minimal findings in which corrective action plans will be required. The Child Nutrition Program is required to comply with Special Diets Requests which require menu substitutions according to doctors' diagnoses and requests for food items. If adequate staffing to complete these tasks is not available, a consultant can be hired to complete the requirements for compliance for audits and special diets. **Strategy's Expected Result/Impact:** 1. Assure that the Child Nutrition Program is in compliance and adhering to USDA and TDA policies as stated in the Administrative Review Manual and other correspondence. 2. Special Diets should be reviewed for menu substitutions according to doctors' diagnoses and requests for food items. **Staff Responsible for Monitoring:** Director	0%	15%	45%	

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: The Child Nutrition Program will hire and purchase any necessary items needed for the installation, construction, and required licensed contractors/engineers in order to be in compliance and provide an efficient and safe environment for our students and staff. Such items include equipment, dining, walls, flooring for walk in's, doorways, plumbing, gates, and any other items or projects deemed necessary for the successful operations of the department. **Strategy's Expected Result/Impact:** Assure that the Child Nutrition Program is operating in a safe and efficient environment. **Staff Responsible for Monitoring:** Director	0%	20%	30%	

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: The Child Nutrition Program will hire contracting, engineering, and architectual consultants as need to complete the installation & construction in order to be in compliance and provide an efficient and safe environment for our students and staff. Projects will include installing turn-key equipment, dining, walls, flooring for walk in's, doorways, plumbing, gates, and any other items or projects deemed necessary for the successful operations of the department. **Strategy's Expected Result/Impact:** Assure that the Child Nutrition Program is operating in a safe and efficient environment. **Staff Responsible for Monitoring:** Director	0%	10%	30%	

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: The Child Nutrition Program will provide Awards and Incentives to employees in order to create better relationships between employees and to improve employee moral. Employees will be awarded and rewarded for their appreciation in their work ethic, attendance, and department accomplishments. **Strategy's Expected Result/Impact:** Assure that the Child Nutrition Program is operating in a safe and efficient environment **Staff Responsible for Monitoring:** Director	0%	20%	45%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Donna I.S.D. 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: Student Support Services: The District will ensure our Middle School and High School students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Evaluation Data Sources: LPC reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Attendance & Student Engagement Department will provide resources to ensure our counselors attend necessary trainings throughout the school year. **Strategy's Expected Result/Impact:** Attendance in the sessions and the counselors providing sessions for the district **Staff Responsible for Monitoring:** Director of Student Engagement Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** Training - Local (199) - 199.31.6411, Training - Title I (211) - 211.31.6411, Training - Title IV 289 - 289.31.6411, Region I Training - Title IV 289 - 289.31.6239	50%	50%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Donna I.S.D. 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 7: Transportation department : 88 bus drivers will transport students each morning on time. With a goal of all students arriving 15 minutes prior to the start of instructional day, in order to serve breakfast. District GPS system will measure routes and time to campuses. The district goal is 99.8% without any incidents.

Evaluation Data Sources: Utilizing our GPS locator devices. this will be our tool to evaluate our time of location stops and measure or time of delivery of student at campuses.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Utilizing our GPS locator devices. this will be our tool to evaluate our time of location stops and measure or time of delivery of student at campuses. **Strategy's Expected Result/Impact:** Quarterly Parent and campus calls has gone down due to GPS. Dispatch knows if a bus has gone to a specific Rd. **Staff Responsible for Monitoring:** Director **Funding Sources:** Sprint - Local (199)	0%	0%	0%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Fleetvision/ New operating system for tracking inventory. All inventory will be accountable. **Strategy's Expected Result/Impact:** Program to reorganize our inventory. Drivers will be able to make work orders through computer. Head mechanic will be able to assign work orders. Inventory will be monitored and expenditures will be addressed. **Staff Responsible for Monitoring:** Director of Transportation, Supervisor of Transportation, Head of Inventory, Head Mechanic **Funding Sources:** Inventory - Local (199) - $10,000	5%	5%	0%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Trip Tracker accountability for all schools, Directors, Principals, Coaches, Teachers, and Administrators. **Strategy's Expected Result/Impact:** New cutoff dates will be distiguished so that late trips will not be excpeted. Teachers and Coaches will be subject **Staff Responsible for Monitoring:** Trip Tracker will have new rules for scheduling field trips.	10%	10%	10%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Field Trip Rotation: Field trips will be under new supervision. Field trips will be monitored to not over exceed hours. Rotation will be organized for drivers so that all can have a chance to make some hours. Drivers will start being accountable for canceled trips. All trips will need to be made no less than 3 days prior to the trip it self. **Strategy's Expected Result/Impact:** Trips will be better organized and planned accordingly instead of last minute. All field trips done in less than three days of the trip will need to contact principle or director to book trip. Rotation will be better monitored and balanced. **Staff Responsible for Monitoring:** Sergio Morales Danny Martinez Nick Luna Juan Ortiz Daniel Trevino	5%	5%	5%	→

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

Goal 5: Donna I.S.D. 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 8: Fine Arts: The District will assist teachers and students to achieve the highest level of excellence in all interscholastic competitions and increase the overall percentage of high school students on track to obtaining Arts and Humanities endorsement by 10%

Evaluation Data Sources: Professional development, Inventory reports, Lesson plans, Evaluation reports, Competition results, PEIMS enrollment reports, PEIMS endorsement reports.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop and implement structures and processes for collecting multiple measures of data that will provide strategies for continuous improvement. **Strategy's Expected Result/Impact:** The strategy will gather data to help teachers improve instructional approaches that will help students grow in both fine arts and core content. **Staff Responsible for Monitoring:** Fine Arts Director, Campus Fine Art Coordinators, Fine Art teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	45%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide targeted staff development that will assist in achieving new levels of excellence. **Strategy's Expected Result/Impact:** Improvement in contest ratings. Achieve personal professional mastery. **Staff Responsible for Monitoring:** Fine Arts Director, Campus Fine Arts Coordinator, Fine Arts Teacher. **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	25%	55%	85%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide instructional resources that will assist in achieving new levels of excellence. **Strategy's Expected Result/Impact:** Accelerate student growth. Teacher goal attainability. Advance college and career readiness. Develop healthy program perceptions. **Staff Responsible for Monitoring:** Fine Arts Director, Campus Fine Arts Coordinator, Fine Arts Teacher. **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	25%	55%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Encourage and support student participation with all of the department's respective competitions. **Strategy's Expected Result/Impact:** Fosters sportsmanship. Accelerate student growth. Improve school climate. Instructional adjustments based on feedback. **Staff Responsible for Monitoring:** Fine Arts Director, Campus Administration, Campus Fine Arts Coordinator, Fine Arts Teacher, Adjudicators. **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	25%	60%	90%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Develop and implement coherent sequences of courses for the Arts and Humanities endorsement. **Strategy's Expected Result/Impact:** Improve the Arts and Humanities endorsement selection, Improve Fine Arts student retention, Equity in master schedule for Fine Art course availability. **Staff Responsible for Monitoring:** Fine Arts Director, Campus Fine Arts Coordinator,Campus Counselors, Campus Principals, Fine Arts Teacher. **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	25%	40%	40%	100%

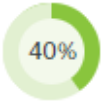
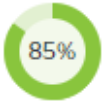
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Develop, improve and expand the use of technology in the Fine Art Programs. Purchase music software such as SMARTMUSIC to enhance the student growth. Purchase software such as stagelightedu which provides a platform to facilitate technological instruction. **Strategy's Expected Result/Impact:** Increase student engagement, Accelerate College and Career readiness, Make 21st century artistic connections, improve teacher efficiency. **Staff Responsible for Monitoring:** Fine Arts Director, Campus Fine Arts Coordinator, Fine Arts Teacher. Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Funding Sources:** 289.11.6399.00 - Title IV 289 - 289.11.6399 - $6,000	25%	55%	80%	100%

Strategy 7 Details	Reviews			
Strategy 7: Promote and support collaborative efforts that are true to a learning organization	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Promotes collegiality, creates multiple learning opportunities, advances college and career readiness, fosters organizational mastery. **Staff Responsible for Monitoring:** Fine Arts Director, Campus Fine Arts Coordinator, Fine Arts Teacher. Campus Administrator **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	25%	70%	85%	100%

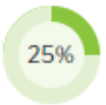
Strategy 8 Details	Reviews			
Strategy 8: Provide an immersive Arts Industry experience that will aid the student in college and career decision making.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Provide field trips to professional performances, Assist/motivate students with college and career decisions relevant to the arts, Provide real learning environments, **Staff Responsible for Monitoring:** Fine Arts Director, Campus Administration, Campus Fine Arts Coordinator, Fine Arts Teachers.	25%	50%	65%	100%

Strategy 9 Details	Reviews			
Strategy 9: Develop and implement systemic structures, tiered strategies and processes for marketing, recruitment, student support and retention that will increase district wide student participation by 2 - 4%, annually.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase in Fine Arts student enrollment, Improved student retention from Elementary to Middle school and M.S. to High School, Larger Fine Art Programs, improved community engagement, Improved STARR and EOC Scores, Develop well rounded citizens. **Staff Responsible for Monitoring:** Superintendent, Fine Arts Director, Campus Principal, Campus Counselor, Data Entry Personnel, Campus Fine Arts Coordinator, Fine Arts Teacher. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6, 3.1, 3.2	25%	60%	80%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide additional allotment overtime for personnel, instructional resources and appropriate facilities that will support the implementation of innovative programs relevant to the 21st century visual and performing arts industry **Strategy's Expected Result/Impact:** Increase in Fine Arts student enrollment, graduate college and career ready, increase in personnel, upgrades in equipment, competitive program, improvement in school climate. **Staff Responsible for Monitoring:** Superintendent, Fine Arts Director, Campus F.A. Coordinators, Campus Administrators, and Fine Arts Teachers.				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: All fine art teachers will showcase their students through community performances, concerts, recitals, and exhibits. **Strategy's Expected Result/Impact:** Increase in school, family and community engagement. **Staff Responsible for Monitoring:** Fine Arts Director, Campus Fine Arts Coordinator, Fine Arts Teacher **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Recognize student and staff achievements throughout the year by holding celebrations in the honorees names and by hosting a Fine Arts banquet at the end of the year to recognize all of the fine arts year long accomplishments. **Strategy's Expected Result/Impact:** Improved school climate, celebrate program cultures, increase school, family and community engagement. **Staff Responsible for Monitoring:** Fine Arts Director, Fine Arts Coordinator and Fine Arts Teacher.				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Fine Arts staff will provide entertainment for District/Campus meetings at the request of District/Campus Administrators. **Strategy's Expected Result/Impact:** Performances at different events, Improve district and campus climate, and school and community engagement. **Staff Responsible for Monitoring:** Fine Arts Director, Campus Administration, Fine Arts Coordinator, and Fine Arts Teacher. **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Donna I.S.D. 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 9: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 95.6 for all students.

Evaluation Data Sources: TAPR report/PBMAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide an alternative campus to non-graduating seniors who lack 3 or less credits and/or have not passed any section of the STAAR. **Strategy's Expected Result/Impact:** Attendance Report Graduation List **Staff Responsible for Monitoring:** Superintendent Federal Programs Director **Funding Sources:** - Local (199) - $26,550, - State Comp.(164) - $505,990	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Identify and provide RTI, tutoring, counseling, and school/community resources to homeless students. **Strategy's Expected Result/Impact:** Students will master state administered assessments **Staff Responsible for Monitoring:** Early Childhood Director	15%	55%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Conduct 6 wk. attendance audits Study trends to target populations and maintain accurate records. **Strategy's Expected Result/Impact:** Improved ADA Six wks attendance rates Annual ADA rate **Staff Responsible for Monitoring:** Campus administration Intake/attendance dept. Truancy Officers McKinney-Vento Dept.	10%	50%	80%	

Strategy 4 Details	Reviews			
Strategy 4: Follow district written protocol to address truancy and attendance trends.	Formative			Summative
	Sept	Dec	Mar	June
	50%	70%	80%	

Strategy 5 Details	Reviews			
Strategy 5: Centralize intake center to include PK to 12th and comply with the provisions of the McKinney Vento Act and train on registration procedures **Strategy's Expected Result/Impact:** Registration documentation **Staff Responsible for Monitoring:** Director & Attendance Staff	Formative			Summative
	Sept	Dec	Mar	June
	100%	100%	100%	

Strategy 6 Details	Reviews			
Strategy 6: Formation of campus based attendance committee **Strategy's Expected Result/Impact:** Enrollment data **Staff Responsible for Monitoring:** Director & Attendance Staff, campus administrators	Formative			Summative
	Sept	Dec	Mar	June
	15%	65%	80%	

Strategy 7 Details	Reviews			
Strategy 7: Ensure campuses inform parents on attendance rules, credit denial, promotion and truancy **Strategy's Expected Result/Impact:** Mtg. Agenda, Sign-In Sheets **Staff Responsible for Monitoring:** Attendance Director and staff	Formative			Summative
	Sept	Dec	Mar	June
	30%	60%	70%	

Strategy 8 Details	Reviews			
Strategy 8: Assist schools with recovering leavers and train on leaver recovery. **Strategy's Expected Result/Impact:** AEIS **Staff Responsible for Monitoring:** Director & Attendance Staff	Formative			Summative
	Sept	Dec	Mar	June
	45%	75%	100%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Examine attendance records and follow up on student absences and truancy. Adopt a highway clean up service **Strategy's Expected Result/Impact:** Truancy Court Records Campus Referrals **Staff Responsible for Monitoring:** Attendance Staff & Director	50%	75%	80%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide an Attendance Incentive Program **Strategy's Expected Result/Impact:** Warning letters, weekly court filings, meetings with truant students **Staff Responsible for Monitoring:** District and Campus level staff **Funding Sources:** - Local (199) - 6498 - $4,000	50%	70%	80%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide accelerated instruction at an alternative campus to retained 9th grade students who lack the credits to graduate with their cohort. **Strategy's Expected Result/Impact:** Number of students earning credits to graduate with their cohort **Staff Responsible for Monitoring:** Superintendent and Cabinet **Funding Sources:** - Title I (211) - $4,369.33, - State Comp.(164) - $1,536, - Migrant (212) - $4,825, - Title III (263) - $704	100%	100%	100%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Refer GED classes to students court ordered GED. **Strategy's Expected Result/Impact:** Number of students enrolled and earn GED. **Staff Responsible for Monitoring:** Director and Attendance Staff	0%	50%	70%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Apply for Optional Flexible School Day Program **Strategy's Expected Result/Impact:** Student attendance **Staff Responsible for Monitoring:** 3D Academy and Excel Academy Principals	100%	100%	100%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Provide pregnancy related services (PRS). **Strategy's Expected Result/Impact:** Student attendance **Staff Responsible for Monitoring:** Student Engagement Dept PRS Supervisor **Funding Sources:** - State Comp.(164) - $120,620, - Local (199) - $48,499	55%	60%	85%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance, completion, and dropout prevention efforts. **Strategy's Expected Result/Impact:** Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports. **Staff Responsible for Monitoring:** Director of Intake Center Truancy Officers McKinney-Vento Clerk Campus Principals Attendance Helpers Teachers Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	50%	65%	90%	

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Donna ISD will apply for a Low-Attendance Day Waiver for a day when school was held but attendance was at least 10 percentage points below the overall average attendance rate for the district or applicable campus due to inclement weather-related or health or safety issues. DISD will apply for a waiver to have the day excluded from ADA and FSP funding calculations **Strategy's Expected Result/Impact:** Exclude the missed day(s) from ADA and FSP funding calculations **Staff Responsible for Monitoring:** Superintendent PEIMS Department Campus Principals	0%	50%	95%	✕

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

Goal 5: Donna I.S.D. 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.

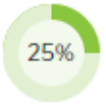
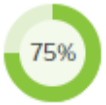
Performance Objective 10: Physical Education: The District will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.
PE will also seek a new textbook adoption for the upcoming 2022-2023 school year and DISD will ensure the textbook adoption process takes place to select the best textbook.

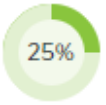
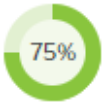
Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE

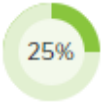
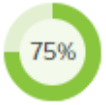
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Collect fitness data for all students at all campuses enrolled in PE/Health using FITNESSGRAM. **Strategy's Expected Result/Impact:** Fitnessgram pre- and post- tests in 6th grade Fitnessgram data (annual) in grades 3-12 **Staff Responsible for Monitoring:** Campus PE/Health teachers Principal and Director monitoring	25%	50%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health at all elementary campuses **Strategy's Expected Result/Impact:** Lesson plans Online Curriculum Fitnessgram pre- and post- tests in 6th grade Fitnessgram data (annual) in grades 3-12 **Staff Responsible for Monitoring:** Campus/PE Health teachers Director monitoring **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	50%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Continue implementation of Big Decisions (sexuality education), PAPA, and Project Alert curricula at all middle school campuses. Implement a reporting or tracking system to monitor implementation. **Strategy's Expected Result/Impact:** lesson plans implementation reports **Staff Responsible for Monitoring:** Campus/PE Health teachers Director monitoring **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. **Strategy's Expected Result/Impact:** campus grade-level rosters **Staff Responsible for Monitoring:** HR department Campus Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Maintain up-to-date PE/Health timelines online, aligning state standards and district-adopted curricula. **Strategy's Expected Result/Impact:** Curriculum Collaborative **Staff Responsible for Monitoring:** Director Head PE/Health teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Maintain a Coordinated School Health program through four annual SHAC (Student Health Advisory Committee) meetings that include multiple departments and community members. The committee will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. **Strategy's Expected Result/Impact:** agendas sign-ins **Staff Responsible for Monitoring:** Directors of the following departments: -Federal Programs -Food Services/Nutrition -Nursing -Physical Education -Safety -Student Support Services -Parental Involvement **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.1, 3.2	20%	20%	40%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Restoring Elementary Athletics' in Donna's Youth (R.E.A.D.Y.) **Strategy's Expected Result/Impact:** To lay a foundation for future sports participation. **Staff Responsible for Monitoring:** Program Facilitator, Coaches and Sponsors **Funding Sources:** Professional - Title IV 289 - $19,845, Para Professional - Athletic Fund (181) - $11,500, Equipment - Title IV 289 - $42,491.80	0%	0%	50%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Summer Curriculum Writing for Physical Education and Health Education **Strategy's Expected Result/Impact:** To update the curriculum, for the upcoming school year, in the areas of physical education and health education. **Staff Responsible for Monitoring:** Athletic/P.E. Director, P.E. Strategist, and Curriculum Writers **Funding Sources:** - Title IV 289 - $19,927.80	0%	0%	0%	→

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

Goal 5: Donna I.S.D. 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 11: Advanced Academics: The District will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Elementary students will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, NASA, GT Competitions, and group projects of study during Academic Elective periods. **Strategy's Expected Result/Impact:** Classroom observation, lesson plans, meetings with AAS director, **Staff Responsible for Monitoring:** Campus Administrators, Gifted/Talented Teachers, AAS Director **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.2 **Funding Sources:** - GT (168) - 168.11.6399.00.XXX.21.0.00 - $28,000	25%	25%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Advanced Secondary courses and GT Elementary students will participate in summer reading program. **Strategy's Expected Result/Impact:** List of assignments and books **Staff Responsible for Monitoring:** Campus Administrators, AAS Director, Librarians, Pre-AP Teachers, Teachers of GT students, **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.2 **Funding Sources:** Books for summer reading - GT (168) - 168.11.6329.00.903.21.0.00 - $16,000	50%	50%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: G/T identified students are provided the opportunity to accelerate instruction by taking credit by exam provided by University of Texas **Strategy's Expected Result/Impact:** Student needs, grades, teacher nomination or campus admin nomination **Staff Responsible for Monitoring:** Campus Administration, Counselors, Deans, AAS Director **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** Order credit by exam from UT Austin for appropriate grade level - GT (168) - $10,000	20%	20%	30%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide adequate/effective GT basic and maintenance training such as 30 hour mandatory training and 6 hour update training as well as training for Advanced/AP teachers, including but not limited to; AP Summer Institute **Strategy's Expected Result/Impact:** Certificates of completion from Region I, generated **Staff Responsible for Monitoring:** AAS Director, Campus Administrators, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 30 hr. training done by Region One, Pre-AP/AP Summer Institute, secondary - GT (168) - 168.13.6239.00.903.21.0.00 - $20,000	20%	20%	10%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Offer opportunities for training in TPSP by Region 1 and district AAS director to ensure teachers are implementing correctly **Strategy's Expected Result/Impact:** Sign in sheets and certificates of training. **Staff Responsible for Monitoring:** AAS Director and teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** AAS director, Teachers, Region 1 Trainers - GT (168) - 168.13.6239.00.903.21.0.00 - $1,500	20%	20%	35%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide and train administrators & counselors on the Texas State Plan for gifted **Strategy's Expected Result/Impact:** Sign in sheets & certificates **Staff Responsible for Monitoring:** AAS Director, campus admin **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** Region One consultant - GT (168) - 168.13.6239.00.903.21.0.00 - $1,500	5%	10%	15%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide information to parents on G/T at the district level through the district website and social media **Strategy's Expected Result/Impact:** Awareness of supports and services available to GT students **Staff Responsible for Monitoring:** Campus admin, AAS Director, and teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2	70%	70%	80%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Campuses recognize TPSP participants by showcasing projects through events like Gallery Walk, Literacy Night, etc. **Strategy's Expected Result/Impact:** Newspaper articles, pictures **Staff Responsible for Monitoring:** AAS Director, campus admin, classroom teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.2 **Funding Sources:** Trophies, medals, est. - GT (168) - 168.11.6498.00.903.21.0.00 - $2,500	40%	40%	55%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide G/T (and AP) instructional resources to supplement instructional programs in all core areas when applicable **Strategy's Expected Result/Impact:** Classroom observation, lesson plans, assessments **Staff Responsible for Monitoring:** AAS director, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2 **Funding Sources:** - GT (168) - 168.11.6399.00.XXX.21.0.00 - $30,000	20%	20%	40%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: The district will purchase an on-line testing program which will test students and identify their giftedness and talent. **Strategy's Expected Result/Impact:** STAAR Test Results **Staff Responsible for Monitoring:** AAS Director, Principals, Curriculum Specialists, Counselors, and Deans of Instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** - GT (168) - 168.11.6339.00.903.21.0.00 - $20,000	40%	40%	45%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide G/T instructional resources to supplement instructional programs in all core areas when applicable **Strategy's Expected Result/Impact:** Classroom observation, lesson plans, assessments **Staff Responsible for Monitoring:** AAS director, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2 **Funding Sources:** - GT (168) - 168.11.6399.00.XXX.21.0.00 - $30,000	20%	20%	60%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Donna I.S.D. 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 12: Technology: Students K-12th grades will learn about digital citizenship and cyberbullying using online curriculum.

Evaluation Data Sources: Learning.com Reports and Usage

Summative Evaluation: Significant progress made toward meeting Objective

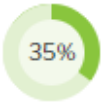
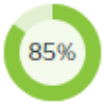
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide curriculum to ensure personal safety for students in a digital world and Acceptable Use Policies that specify expectations and rules for students, parents and teachers. **Strategy's Expected Result/Impact:** DISD will use Learning.com as the main platform for Digital Citizenship and cyberbullying. The students will complete all modules on Digital Citizenship and Cyberbullying. **Staff Responsible for Monitoring:** Campus Administrators, Media Specialist/Librarian, Counselor, Technology Director, Master Instructor of Technology, Instructional Technology Specialist, Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Funding Sources:** IMA Funds - State Comp.(164) - $67,000	15%	30%	55%	→

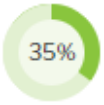
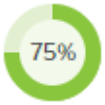
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide access to an anonymous reporting hotline and website to ensure personal safety for students against bullying and cyber bullying. **Strategy's Expected Result/Impact:** DISD has a Direct HOTLINE available for students, teachers and staff to report any bullying. **Staff Responsible for Monitoring:** Campus Administrators, Counselors, Teachers, District Police Department, Technology Director, Master Instructor of Technology, Instructional Technology Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** - Local (199) - $25,000	75%	80%	90%	100%

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

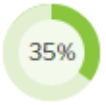
Goal 5: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

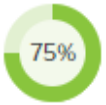
Performance Objective 13: Bilingual/ESL: The District will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

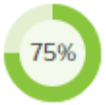
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs (Brewester's Guacamaya Enterprises, Pearson, American Learning Company Velasquez Press, National Geographic, Houghton Mifflin, American Reading, Dr. Steven Schneider, Scholastic grammar books, Learning A-Z, Millmark Education, Poetry Friday, Wings Press, Overlooked Books, Brilliant Education, Lupe Lloyd and Associates, Teacher Created Materials, etc.). **Strategy's Expected Result/Impact:** Increase Student Performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** ELA Directors, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** purchase of texts - Bilingual (162), - Title III (263) - $10,800, - Local (199)				

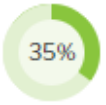
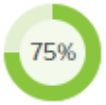
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain up-to-date instructional technology, resources, materials, and/or supplies in bilingual, ESL, OLD, ELD, ESL Co-Teaching, and ESOL classrooms/department in order to serve students more effectively; update administrative technology/materials,resources/supplies and/or fixed assets (shelving, desks, tables) as needed to facilitate bilingual/ESL program management. (Gateway, Mid Valley Supply, Barnes & Noble, Lakeshore, DISD Warehouse, etc...) Renew Reading A-Z annually as part of this initiative. **Strategy's Expected Result/Impact:** Use of technology/supplies/ in instruction; enhanced TELPAS and STAAR scores for students utilizing technology **Staff Responsible for Monitoring:** Bilingual Department, Campus Administration, Teachers, Core Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** technology and training - Bilingual (162) - $10,000, - Title III (263) - $2,000, - Local (199) - $4,542				

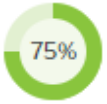
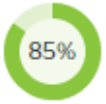
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Train and oversee ELD, ESL, Guided Reading and Reading/Math ESL co-teachers, ensuring they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the ELLs they serve. Bring in such training from Region One, Dr. Steven Schneider, etc. **Strategy's Expected Result/Impact:** Enhanced Student Performance; joint planning with teacher of record; lesson plans with integrated sheltered instruction **Staff Responsible for Monitoring:** Bilingual Department; ELA and Math Director; ELA and ELL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Implement programs such as iLit ELL (Savvas) so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Director; ELL strategists, Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title III (263)				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Train a cadre of teachers to 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. Craft TELPAS-aligned benchmarks to track linguistic development. **Strategy's Expected Result/Impact:** Increased Proficiency in Language and Literacy Levels **Staff Responsible for Monitoring:** Director and ELL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Bilingual (162), - Title III (263), - Local (199)				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Enhance teacher / administrator quality by reimbursing teachers for Bilingual/ESL Certification / Bilingual/ESL state exams for certification, and/or providing teachers opportunities to participate in post graduate degrees in the areas of Bilingual/ESL. **Strategy's Expected Result/Impact:** Increase Percentage of Teachers that are Bilingual and/or ESL Certified **Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administration, HR Department **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Title III (263) - $31,201, - Bilingual (162) - $1,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Facilitate the bilingual/ESL education director, ELL strategists, Core Content Directors, Core Content Strategists, Campus Administrators, and Teachers' attendance of training sessions, school visits, and conferences (such as Title III, TABE, School Improvement, Testing, Administrator, Region One, ABYDOS, Assessment Conference, Texas Assessment Conference, ACET etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support. **Strategy's Expected Result/Impact:** Increase Educator Awareness in Content, Language and Literacy Connection **Staff Responsible for Monitoring:** Bilingual/ESL Department, Core Directors, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - $5,000, - Title III (263), - Bilingual (162)				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Facilitate the LPAC process, including recruiting outside auditors and underwriting travel for LPAC clerk to audit LPAC folders on a biannual basis. **Strategy's Expected Result/Impact:** Reduce the number of LPACing Irregularities **Staff Responsible for Monitoring:** Bilingual Department **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Funding Sources:** - Bilingual (162), - Title III (263)				

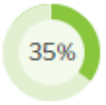
Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Yearly training of campus administration and teachers on time and treatment model. Also, adjustment of bilingual and ESL model according to needs assessment. **Strategy's Expected Result/Impact:** Reduce Number of Students that are Improperly Placed **Staff Responsible for Monitoring:** Bilingual/ESL Director and Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Presentation/Instructional materials - Bilingual (162)				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Coordination between Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. **Strategy's Expected Result/Impact:** Increase Student Performance (STAAR/EOC, TELPAS, District, Literacy Levels, Language Levels) **Staff Responsible for Monitoring:** Bilingual/ESL Director, Core Area Directors and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Presentation/Instructional Materials - Bilingual (162), - Local (199), - Title III (263)				

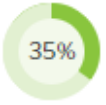
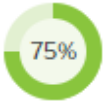
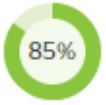
Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Ongoing creation, adjustment, and monitoring of Linguistic Accommodation Plan Forms (LAP). **Strategy's Expected Result/Impact:** Increase Student Performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administration, LPAC, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

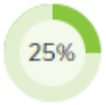
Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Training of all teachers on LPAC process (BOY, MOY, and EOY), use of Linguistic Accommodation Plan, and LPAC folder auditing system. **Strategy's Expected Result/Impact:** Reduce Number of Students Improperly Placed and Mis-Coded **Staff Responsible for Monitoring:** Bilingual/ESL Department and Campus Administration and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

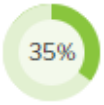
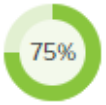
Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. **Strategy's Expected Result/Impact:** Increase Proficiency Levels of Students in Literacy and Language **Staff Responsible for Monitoring:** Bilingual/ESL Department and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Coordinate parental meetings with district departments and community sites to ensure more parents receive information that can benefit their children and families, Title III requirement. (ie. Health Fair, Sp. Educ. Parent Meetings, Bil/ESL Dept. Meetings, GEAR- UP, Title III etc.) **Strategy's Expected Result/Impact:** Increase Parent Awareness in the Benefits of Bilingual Education **Staff Responsible for Monitoring:** Bilingual Department Director, Parental Involvement Director, Directors, Parent Educators **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** - Title III (263) - $1,500, - Local (199) - $2,000				

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Implement Dual Language Biliteracy Model in campuses willing to implement the model. **Strategy's Expected Result/Impact:** Increase Proficiency Levels of Students in Language and Literacy, English and Spanish **Staff Responsible for Monitoring:** Bilingual/ESL Department Director and Strategists, Core Directors, Chief Academic Officers, and LA coaches and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2 **Funding Sources:** - Bilingual (162), - Title III (263)				

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide state exam reviews to help campuses maintain certified personnel, Bilingual or ESL. **Strategy's Expected Result/Impact:** Maintain highly qualified staff. **Staff Responsible for Monitoring:** Bilingual/ESL Department **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** Budget - Bilingual (162) - $14,425, - Local (199), - Title III (263)				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Implement Summer School program for Pk/K students and/or 1st-4th students. 1st - 4th grade students are beginners/intermediates and reading below grade level. (Payment of personnel and supplies/materials) **Strategy's Expected Result/Impact:** Increase in English language proficiency level and/or reading level. **Staff Responsible for Monitoring:** Directors from Bilingual Dept., Fine Arts, LA, and Social Studies **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - $49,000				

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Implement Comprehensive Professional Development Plan in order to comply with Bilingual Exception and ESL Waiver. Plan provides staff development and instructional materials/resources required by training for bilingual and LA/ESL teachers serving identified LEP students. (Lupe Lloyd, Excellence in Teaching (EiT), Region I, CAST, TABE, CAMPT, Title III, Teacher Created Materials, etc...) **Strategy's Expected Result/Impact:** Increase LEP student academic performance. Increase teachers' competencies needed to serve the needs of English Learners. **Staff Responsible for Monitoring:** Bilingual Department, Campus Administration, and C&I Department Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Bilingual Education Allotment - Bilingual (162) - $794,189, - Title III (263)				

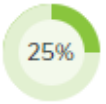
 No Progress Accomplished Continue/Modify Discontinue

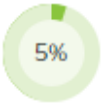
Goal 5: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

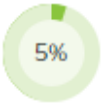
Performance Objective 14: Migrant: 50% of Migratory students K-12 will improve their score by 5% on curriculum-based reading and math assessments.

Evaluation Data Sources: Curriculum-based assessments

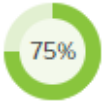
Summative Evaluation: Significant progress made toward meeting Objective

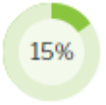
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify and Recruit migrant children and youth, including annual residency verification and other ID/R activities as outlined in the Texas Manual for the Identification and Recruitment of Migrant Children. **Strategy's Expected Result/Impact:** Certificates of Eligibility; Surveys; Increased numbers in the Unique Migrant Count **Staff Responsible for Monitoring:** Migrant Director; Recruiters; NGS Clerks				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Encode all required data into the New Generation System/NGS and conduct all required activities **Strategy's Expected Result/Impact:** NGS Reports **Staff Responsible for Monitoring:** NGS Clerks				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Determine individual needs for instructional and support services to include OSY that will: Identify available resources and make referrals to address said needs such as dropout prevention programs; coordinate with the entities to ensure that the child has access to the appropriate services; and follow-up to monitor and document progress. **Strategy's Expected Result/Impact:** To increase high school graduation **Staff Responsible for Monitoring:** Migrant Strategists, Migrant Lab Teachers; Campus Administrators; Academic Counselors; Migrant Family Services Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

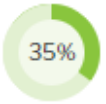
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Coordinate/Provide homework assistance tools - collaborating with existing programs/organizations to facilitate student access to resources and providing students and parents with information on how to access homework assistance tools. **Strategy's Expected Result/Impact:** Completion of homework assignments leading to passing grades. **Staff Responsible for Monitoring:** Migrant Strategists; Migrant Lab Teachers; Community Liaison; Migrant Family Services Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

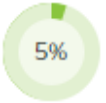
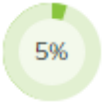
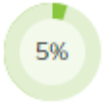
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Bilingual, Special Ed, GT, etc) **Strategy's Expected Result/Impact:** Certificates of Eligibility; Referral Documents for other programs **Staff Responsible for Monitoring:** Migrant Family Services Coord; Regular Program Teachers; Academic Counselors; Curriculum Specialist **Funding Sources:** - Migrant (212)				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Interstate and Intrastate Coordination: Utilize the Migrant Student Information Exchange System (MSIX) to promote interstate coordination and timely records exchange. Coordinate with the Texas Migrant Interstate Program (TMIP) during the summer months in order to serve students from Texas who may attend out-of-state summer migrant programs. Designate and enter into NGS a district summer contact person who will be available throughout the summer months and will have access to migrant student records such as course grades and immunizations. **Strategy's Expected Result/Impact:** To ensure that identified students are placed in the proper courses and grade level. Ensure that migratory students have the opportunity to STAAR test out of state. **Staff Responsible for Monitoring:** Migrant Director; Migrant Strategists; NGS Clerks, Academic Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Develop a PFS Action Plan for serving PFS students before the first day of school. The plan will clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives **Strategy's Expected Result/Impact:** PFS students are identified and given priority to the necessary support services in order to achieve academic success. To increase PFS awareness to campus staff. **Staff Responsible for Monitoring:** Migrant Director; Migrant Family Service Coordinator; Migrant Strategists, Campus Staff. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Migrant (212)				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide adequate staffing for effective execution of the migrant program as per schedule PS3103 of the 2021-2022 Title-I Part C Consolidated Federal Grant Application **Strategy's Expected Result/Impact:** To provide highly qualified staff for effective execution of the migrant program. **Staff Responsible for Monitoring:** Migrant Director; Campus Administration and Human Resources Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Migrant (212) - 6129 - $351,296, - Migrant (212) - 6119 - $78,962				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Coordinate/provide a variety of alternative methods for credit accrual and recovery by offering: Opportunities for earning credits by exam or distance learning course work; use of equipment, space and support staff necessary for successful completion of coursework due to late entry and early withdrawal. **Strategy's Expected Result/Impact:** To ensure that students are on time for graduation. **Staff Responsible for Monitoring:** Migrant Strategists; Academic Counselors, Deans of Instruction, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Migrant (212)				

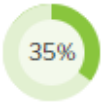
Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Create a migrant extracurricular club specific to migrant secondary students which meet regularly and is designed to facilitate social engagement and leadership skills to include community service. **Strategy's Expected Result/Impact:** To increase community services involvement and scholarship opportunities. **Staff Responsible for Monitoring:** Migrant Strategists; Migrant Director, Migrant Lab Teachers				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Offer supplemental instruction to migrant students in the core content areas (R, W, M) and tutorials and STAAR mediation by a migrant lab teacher and/or a Migrant external tutor. **Strategy's Expected Result/Impact:** Improvement in reading, writing, and math. **Staff Responsible for Monitoring:** Campus Administration; Migrant Director; Campus Academic Counselors; Teachers; Migrant Strategists, Migrant external tutors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 212.11.6125 - Migrant (212) - 6119 - $226,010, - Migrant (212) - 6239 - $2,050, Brainchild Mechanics - Migrant (212) - 6300 AIIMS - $4,368, Tutors - Migrant (212) - 6100 AIIMS - $50,688	20%	70%	95%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide school supplies and coordinate with other funding sources to provide clothing when necessary. **Strategy's Expected Result/Impact:** Academic success **Staff Responsible for Monitoring:** Migrant strategist; Academic Counselors; Migrant Family Services Coordinator; Parent Educators, Federal Program Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Migrant (212) - 6499 - $4,200	75%	90%	100%	100%

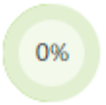
Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Prioritize instructional and support services for targeted PFS students first before regular migrant students by: Tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas **Strategy's Expected Result/Impact:** Academic success and to ensure on time graduation **Staff Responsible for Monitoring:** Migrant Strategists, other migrant and non-migrant staff; Migrant Community Liaisons; Campus Administration; Academic Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Migrant (212) - 6399 - $64,700	0%	75%	90%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Provide transportation for migrant students for the purpose of providing community service, leadership academies, workshops, conferences and college/ university visits **Strategy's Expected Result/Impact:** To increase awareness of post secondary education **Staff Responsible for Monitoring:** Transportation staff, migrant director, migrant strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Migrant (212) - 6494 - $13,500				

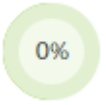
Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Provide information to school staff to increase their awareness of migrant student needs and appropriate interventions for academic and non-academic concerns. **Strategy's Expected Result/Impact:** To improve student academic and non-academic success **Staff Responsible for Monitoring:** Migrant Director; Migrant Strategist; Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

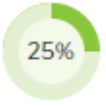
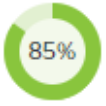
Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Coordinate with available mentoring programs or support organizations to develop students learning and study skills and follow up to monitor and document progress for Out of School Youth (OSY) **Strategy's Expected Result/Impact:** Intervention Plans, Home Visit Reports **Staff Responsible for Monitoring:** Migrant Family Services Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Migrant (212)				

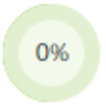
Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Enter student data into NGS during the summer months in order to serve students from Texas who may attend out-of-state school. **Strategy's Expected Result/Impact:** Accurate data entry for proper placement **Staff Responsible for Monitoring:** Migrant Director; Migrant NGS Clerks **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Migrant (212)				

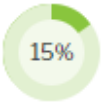
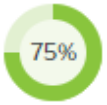
Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Conduct an evaluation of the Migrant Education Program by June 30, Ensure the Evidence box is complete with the required SDP strategies, complete the LNA and the TEA MEP required evaluation. **Strategy's Expected Result/Impact:** Completed Evaluation and Summary Report of Program Strengths and Weaknesses **Staff Responsible for Monitoring:** Migrant Director; MEP Staff; Elementary Administration **Funding Sources:** - Migrant (212)				

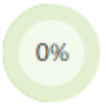
Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Review TSDS PEIMS Student Indicator Report for PEIMS Fall Submission **Strategy's Expected Result/Impact:** All migratory students are coded appropriately on TEAMS and NGS **Staff Responsible for Monitoring:** NGS Clerks; Migrant Director PEIMS Staff				

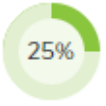
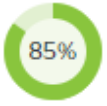
Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Provide monies for purchase/lease/maintenance/repair for MEP central office and migrant campus staff to include purchases of new equipment, office supplies, office furniture, and ink for printers or other technology devices that are outdated and or inoperable **Strategy's Expected Result/Impact:** Efficient work performance **Staff Responsible for Monitoring:** Migrant Director, Migrant Strategists **Funding Sources:** - Migrant (212) - 6269 - $10,000, - Migrant (212) - 6399 - $44,300, - ESSER I (266) - 6399 - $7,660				

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21: Reimburse all MEP staff for travel and/or mileage for any and all required MEP related activities. **Strategy's Expected Result/Impact:** To meet the goals of the migrant program **Staff Responsible for Monitoring:** Migrant Director **Funding Sources:** - Migrant (212) - 6411 - $15,200				

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 22: Appropriate monies for the printing of MEP publications and for purchasing refreshments for MEP Staff meetings. **Strategy's Expected Result/Impact:** Increase recruitment **Staff Responsible for Monitoring:** Migrant Director **Funding Sources:** - Migrant (212) - 6298 - $500				

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 23: Implement strategies to address the following areas in migrant student accountability: Decreasing the migrant drop-out rate, increasing the migrant graduation rate, increasing the number of seniors taking college entrance exams and STAAR EOC Attendance Rate **Strategy's Expected Result/Impact:** Meet state standards **Staff Responsible for Monitoring:** Migrant Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Migrant (212) - 6399 - $23,200, - Migrant (212) - 6119 - $488,902, - Migrant (212) - 6412 - $19,300				

Strategy 24 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 24: Implement the Migrant Summer Project SMART Math Matters Program for eligible migrant students. Provide opportunities for Migrant students to attend the Migrant University Summer Experience for HS migrants. **Strategy's Expected Result/Impact:** Prevent summer learning loss; to increase post- secondary enrollment. **Staff Responsible for Monitoring:** Migrant Director, Project SMART Math Matters Program Teachers, and Migrant Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Funding Sources:** MUSE and Project SMART - Migrant (212) - 6223 - $39,620				

Strategy 25 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 25: Provide ongoing professional development and opportunities to attend MEP conferences and other related conferences for MEP staff . Include ID/R training for migrant recruiters, and New Generation System/NGS training for Data Entry Specialists. **Strategy's Expected Result/Impact:** MEP staff will remain up to date on any and all migrant related policies and procedures. **Staff Responsible for Monitoring:** Migrant Director, District and Campus Administration				

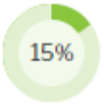
Strategy 26 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 26: Provide incentives that are nominal in cost to celebrate migrant student participation and success/recognition during the school and end of school year **Strategy's Expected Result/Impact:** Recognition of student success **Staff Responsible for Monitoring:** Migrant Director, Migrant Strategists **Funding Sources:** - Migrant (212) - 6499 - $4,200				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Donna I.S.D. 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 15: Special Education: The District will improve its overall academic rating in the area of reading and writing in 2020-2021 Texas Education Agency Results Driven Accountability, by one performance level indicator.

Evaluation Data Sources: RDA & STAAR

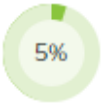
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide district and campus trainings in the area of reading and writing accommodations, supplemental aids and designated supports. **Strategy's Expected Result/Impact:** -increase teacher awareness of accommodations, supplemental aids -increase accommodations/supplemental aids implementation and effectiveness -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Special Education Teachers -General Education Teachers -Campus administrators -504 campus coordinators -RTI coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** training materials - State Special Ed. (165) - $300				

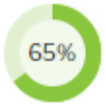
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide campus collaborative data reviews and develop an action plan with teachers and campus administrators to address student academic performance, specifically for low-performing students in the areas of reading and writing. **Strategy's Expected Result/Impact:** -increase communication between campus administrators and teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Campus Administrators -504 coordinators -RTI coordinators -General Education Teachers -Special Education Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** student data - State Special Ed. (165)	5%	35%	60%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Coordinate with ELA department and provide trainings to ELA teachers and special education teachers on targeted instruction. **Strategy's Expected Result/Impact:** -increase communication and teacher planning between ELA general education teachers and special education teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance -increase IStation progress monitoring -increase lexile progress monitoring **Staff Responsible for Monitoring:** -Special Education Director -Special Education Supervisor -ELA Director -ELA strategists -ELA instructional coaches -Campus Administrators -General Education Teachers -Special Education Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** instructional materials, electronic dictionaries, graphic organizers - State Special Ed. (165) - $400	10%	35%	75%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide campus support in the implementation of special education teaching strategies (e.g., co-teaching) to maximize quality of instruction and student learning. **Strategy's Expected Result/Impact:** -increase in teaming co-teaching approach -increase in station co-teaching approach -increase parallel teaching/co-teaching approach -increase effective collaboration and planning among special education and general education teachers -increase in academic state performance -increase in classroom performance **Staff Responsible for Monitoring:** -Director -Supervisors -Campus Administrators -Educational Diagnosticians -General Education Teachers -Special Education Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** - State Special Ed. (165) - $300	10%	35%	20%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide supplemental reading programs to assist students who have reading difficulties with a reading disorder (Language Live, Rewards, Rave-O). **Strategy's Expected Result/Impact:** -increase student reading level and comprehension **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Campus Administrators -General Education Teachers -Special Education Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Language Live, Rewards, Rave-O - IDEA (224) - $15,000	10%	35%	55%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide online assessment resources to students in preparation of online state assessments. **Strategy's Expected Result/Impact:** -increase student preparation in navigating online assessment resources -increase online state assessment performance **Staff Responsible for Monitoring:** -Director -Supervisor -Campus Administrators -General Education Teachers -Special Education Teachers -Campus Technicians -Content Area Directors/Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Kurzweil, Eduphoria - IDEA (224) - $20,380				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Recognize student academic performance growth. **Strategy's Expected Result/Impact:** -increase teacher communication between general education teachers and special education teachers on student progress and achievement -increase student academic performance **Staff Responsible for Monitoring:** -Director -Supervisor -Campus Administrators -General Education Teachers -Special Education Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** student incentives, Special Olympics events, popcorn machine, winter dance - State Special Ed. (165) - $5,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide academic support through supplemental resources and/or assistive technology to campuses. **Strategy's Expected Result/Impact:** -increase student academic performance -increase student access to curriculum through the use of assistive technology and/or supplemental resources **Staff Responsible for Monitoring:** -Director -Campus Administrator -General Education Teachers -Special Education Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** supplemental resources, Assistive Technology - State Special Ed. (165) - $5,000	5%	35%	55%	→

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide campus support by conducting classroom walk-throughs and monitoring the provision of student services in the classroom. **Strategy's Expected Result/Impact:** -increase in academic state performance -increase in classroom performance -improve T-TESS performance expectations -improve teacher performance with walk-through feedback **Staff Responsible for Monitoring:** -Director -Supervisor -Campus Administrators -District Assessment Personnel **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability**	10%	40%	35%	→

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide teacher training on district data monitoring resources to improve student progress monitoring. **Strategy's Expected Result/Impact:** -increase student academic performance -increase collaboration on data analysis between campus and district personnel to identify strengths and				

weaknesses **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Campus administrators -General Education Teachers -Special Education Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Results Driven Accountability** **Funding Sources:** Frontline/TEAMS, Eduphoria, SuccessEd - State Special Ed. (165) - $20,000	15%	40%	70%	→

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 5: Donna I.S.D. 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 16: Academics: Increase opportunities for students to participate in and out of district academic enrichment programs.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Create more opportunities for students to participate in and be recognized for enrichment programs such as career interest, technology, field lessons, science fairs and competitions, athletics, band, extracurricular, robotics, STEM programs and camps, student clubs, and languages other than English to include Computer Science.				
Strategy's Expected Result/Impact: Increased enrollment numbers in programs. Planned learning experiences that will increase skill and knowledge levels **Staff Responsible for Monitoring:** Core Content Directors, Director of Fine Arts, Athletic Coordinators, Director of Technology, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 18-19 Science Fairs: Student Transportation, Registration - Local (199) - $9,225, 18-19 UTRGV STEM Camp - Local (199) - $12,623, 18-19 First Robotics - Title IV 289 - $20,582, 18-19 DISD STEM Camp - Title IV 289 - $32,030, 18-19 Outdoor Learning Habitats - Title IV 289 - $5,850.18, 18-19 Coding Camps (K-2, Girls) - Title IV 289 - $13,602, 18-19 Field Lessons (3-5, Aquatic Science) - Title IV 289 - $22,080.80, K-5 Curriculum Writing for VPA courses - Title IV 289 - $3,800				

  No Progress Accomplished Continue/Modify Discontinue

Goal 5: Donna I.S.D. 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 17: Donna ISD will increase the safety measures at each campus by upgrading the locking mechanisms for classroom doors and upgrading security measures at the entry points of campuses.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Install key less door entry systems with cameras to all campuses where visitors will have to be buzzed in. **Strategy's Expected Result/Impact:** Campuses will be safer **Staff Responsible for Monitoring:** Campus Administrators District Police Dept. District Safety & Risk Dept. **Funding Sources:** - Title IV 289 - 289.52.6399 - $70,000	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Install door barricade system to all classrooms to be used only in the event of a lock down/shelter in place situation. **Strategy's Expected Result/Impact:** Classrooms will have nightlocks installed **Staff Responsible for Monitoring:** Campus Administrators District Police Dept District Safety & Risk **Funding Sources:** - Title IV 289 - 289.52.6399	100%	100%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Install perforated window vinyl with window film laminate at all campus front door entrances. **Strategy's Expected Result/Impact:** Safer environment by blocking outside view into building. **Staff Responsible for Monitoring:** Campus Administrators District Police Dept Safety and Risk Dept **Funding Sources:** - Title IV 289 - $98,459.10	0%	0%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Donna I.S.D. 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 18: Transportation Director

Evaluation Data Sources: Fleet Vision

Goal 5: Donna I.S.D. 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 19: Fleet vision is a software system that will upgrade our inventory and communicate with our mechanic's. Our goal is to have accountability with parts being used and a faster process with handling mechanical work. Our fleet vision team has trained our bus drivers to input information using a computer and the information will give a estimated count to our inventory clerk. The information provided by the bus driver will also be relayed to our head mechanic. Work orders are then created and given to the mechanic that specializes in the area that is wrong with the school bus. Fleet Vision will help with spending and cost organization. When Fleetvision is at full used at full capacity it will change the department into a computer oriented department.

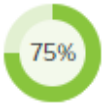
Goal 5: Donna I.S.D. will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

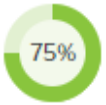
Performance Objective 20: Academic Support: Implement and monitor Positive Behavior and Intervention Supports (PBIS) throughout participating campuses to decrease student discipline by 5%.

Evaluation Data Sources: Discipline referrals
Campus counseling student progress monitoring
LPC student progress monitoring
LSSP student progress monitoring

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide campus administrators and campus PBIS team training on PBIS. **Strategy's Expected Result/Impact:** Provide campus administrator and campus PBIS team awareness of the importance to implement PBIS Help campus administrators and campus PBIS team review current student discipline trends at their campus to identify needs. **Staff Responsible for Monitoring:** Special Education Director Special Education Supervisor Director for Student Support Services Director of Academic Support **Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide support to campus PBIS teams by providing resources and guidance in progress monitoring. **Strategy's Expected Result/Impact:** Decrease number of student discipline issues Increase knowledge and best practice of behavior strategies **Staff Responsible for Monitoring:** Special Education Director Special Education Supervisor Director for Student Support Services Director of Academic Support **Results Driven Accountability**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Attend trainings and conferences that affect the area of student behavior and discipline and implement the latest updates to decrease student discipline **Strategy's Expected Result/Impact:** Convey information to PBIS teams Implement latest research based strategies on student discipline and behavior **Staff Responsible for Monitoring:** Special Education Director Director for Student Support Services Director of Academic Support **Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Donna I.S.D. 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 21: Provide a positive working environment that will help motivate, encourage, inspire and empower DISD staff's return to in person and to a new school year by organizing and executing convocation to all DISD staff in preparation for the new school year 2021-2022.

Evaluation Data Sources: Convocation

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide convocation to start of the 2021-2022 school by hiring a motivation speaker from Capturing Kids Hearts to help motivate staff to in person learning and by using the consultant it will tie in with the district's SEL initiative. **Strategy's Expected Result/Impact:** Convocation August 19, 2021 **Staff Responsible for Monitoring:** Assistant Superintendents for Leadership, Curriculum and HR **Funding Sources:** 199 - Local (199) - $6,000	0%	0%		

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide Capturing Kids Hearts training to leaders in Donna ISD to ensure a positive climate is established and nurtured for our students in Donna ISD. **Strategy's Expected Result/Impact:** Campus and district leaders will be trained with Leadership Blue print by June 2022 and 5 campuses will receive CKH 1 training by July 2022. **Staff Responsible for Monitoring:** Assistant Superintendent for Leadership, Curriculum and HR **Funding Sources:** Capturing Kids Hearts - Title IV 289	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Donna I.S.D. 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 22: Provide a positive working environment with staff and administrators. Motivate, encourage and provide incentives for hard work and/or special events or holidays.

Evaluation Data Sources: Events, Holiday, etc.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Purchase items to recruit and retain highly effective campus principals to serve our students. **Strategy's Expected Result/Impact:** Positive climate **Staff Responsible for Monitoring:** Leadership department **Funding Sources:** - Local (199) - 199 - $400	0%	0%		

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Donna I.S.D. 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: DLPAC: The District will maintain the required members in the District Level Planning and Advisory Committee to oversee district decisions, plans, and improvement activities at least 4 times per year.

Evaluation Data Sources: DLPAC meeting sign ins and agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The district administration will establish committee membership as per Policy BQA (Local). **Strategy's Expected Result/Impact:** DLPAC List of Members **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Director of Testing **Schoolwide and Targeted Assistance Title I Elements:** 2.6	50%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Create a schedule of DLPAC meetings for the year. **Strategy's Expected Result/Impact:** Schedule Agendas **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Director of Testing **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	50%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: The district will recognize DLPAC members at the end of the year for their dedication, support, and contribution to Donna Independent School District. Certificates along with refreshments will be provided. **Strategy's Expected Result/Impact:** Agenda Sign In Sheets **Staff Responsible for Monitoring:** Asst. Superintendent of Curriculum & Instruction Director of Testing & Evaluation **Funding Sources:** - Local (199) - 199.21.6499.00.892.99.0.00 - $300	0%	45%	50%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: The DLPAC Committee will assist in creating the Donna Independent School District Calendar each year. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	0%	0%	100%	

No Progress

Accomplished

Continue/Modify

Discontinue

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

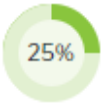
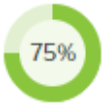
Performance Objective 2: Parental and Family Engagement Department: The District will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year.

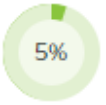
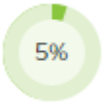
Evaluation Data Sources: Volunteer sign in at each site on a daily basis and the sign in at the district meetings.

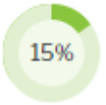
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Review, revise, and disseminate parental involvement policy with parents in accordance with Title I requirements. **Strategy's Expected Result/Impact:** Meeting Invitation, Sign-in sheets, Meeting Agendas, Minutes, Handouts, Evaluation, Pictures (optional) **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Parent Educators, Principals **Schoolwide and Targeted Assistance Title I Elements:** 3.1	25%	55%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Review, Revise, and implement, school/parent compacts at each campus to develop a strong school/family partnership. **Strategy's Expected Result/Impact:** Meeting Invitation, Sign-in sheets, Meeting Agendas, Minutes, Handouts, Evaluation, Pictures (optional) **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Parent Educators, Principals **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	25%	55%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Hold Parent Learning Academies (PLA) to provide parents with information about Title I requirements and state/district policies and procedures. ie. speakers, open dialogue, district resources, workshops, etc. **Strategy's Expected Result/Impact:** Meeting Invitation, Sign-in sheets, Meeting Agendas, Minutes, Handouts, Evaluation, Pictures (optional) **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Parent Educators **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** Supplies and Materials - Title I (211) - $1,440, Fixed Assets - Title I (211) - $5,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Strengthen families through education in health, fitness, and nutrition by incorporating the School Health Advisory Council (SHAC). **Strategy's Expected Result/Impact:** Meeting Invitation, Sign-in sheets, Meeting Agendas, Minutes, Handouts, Evaluation, Pictures (optional) **Staff Responsible for Monitoring:** SHAC Advisory Committee **Schoolwide and Targeted Assistance Title I Elements:** 3.2				

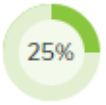
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Identify and provide assistance and support to parents of struggling students so they may improve in areas of academics, attendance, and discipline. **Strategy's Expected Result/Impact:** Student rosters, parent contact lists, Sign-in sheets, Meeting Agendas **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Parent Educators, Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Build parents' capacity by providing them with training and workshops in a variety of topics throughout the year such as: Nutrition classes, computer classes, ESL classes, GED classes, parent workshops, P.A.S.O.S., etc. **Strategy's Expected Result/Impact:** Meeting Invitation, Sign- in sheets, Agendas, Evaluations, Pictures (Optional) **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Parent Educators, Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** Supplies and Materials - Title I (211) - $1,440, Consultants - Title I (211) - $10,000, Misc Operating Expenses - Title I (211) - $4,000	25%	55%	75%	100%

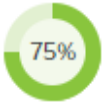
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide a College Readiness Fair for parents to provide them with the tools needed to help children prepare for a college education. **Strategy's Expected Result/Impact:** Invitation, Sign- in sheets, Agendas, Pictures (optional) **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Parent Educators, Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6, 3.2 **Funding Sources:** Supplies and Materials - Title I (211) - $1,440	5%	30%	55%	100%

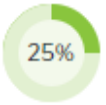
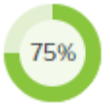
Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Coordinate parental meetings with district departments and community sites to ensure more parents receive information that can benefit their children and families. (ie. Health Fair, Sp. Educ. Parent Meetings, Bil/ESL Dept. Meetings, GEAR- UP, etc.) **Strategy's Expected Result/Impact:** Invitation, Sign- in sheets, Agendas, Pictures (optional) **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Parent Educators **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** Supplies and Materials - Title I (211) - $1,340	25%	55%	80%	100%

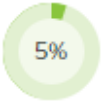
Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide parents an opportunity to attend state/local workshops and schools/universities visits to increase parental awareness in the area of parent and family engagement and continuing education. **Strategy's Expected Result/Impact:** Sign- in sheets, Agendas, travel requests **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Parent Educators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Funding Sources:** Attend Conferences - Title I (211) - $2,000, Travel to Conferences - Local (199) - $1,000				

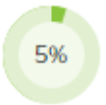
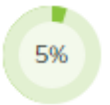
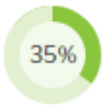
Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Schedule continuous training and education (in-district and state-level conferences) for Parent and Family Engagement Staff to stay abreast on the most current Title I requirements. **Strategy's Expected Result/Impact:** Sign-in Sheets, Agendas, evaluations **Staff Responsible for Monitoring:** Parental and Family Engagement Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2 **Funding Sources:** Attend Conferences - Title I (211) - 6411 Travel Employee & 6419 Travel Subs-Non-Employee - $6,500, Travel to Conferences - Local (199) - $300				

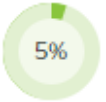
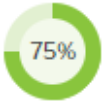
Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide training for district and campus staff to keep them abreast of Title I Parent and family engagement requirements and initiatives. **Strategy's Expected Result/Impact:** Sign-in Sheets, Agendas, evaluations **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Parent Educators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2 **Funding Sources:** Conferences - Title I (211) - 6411 Travel Employee & 6419 Travel Subs-Non-Employee - $2,000, Supplies and Materials - Title I (211) - $1,340				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide parents with information on Title I program and requirements at the district level and at each campus. **Strategy's Expected Result/Impact:** Meeting Invitation, Sign-in sheets, Meeting Agendas, Minutes, Handouts, Evaluation, Pictures (optional) **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Parent Educators, Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2 **Funding Sources:** Operating Leases - Title I (211) - $3,000				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide parent and family engagement meetings to disseminate information on: Student achievement, school performance, curriculum programs, federal program requirements, parents' rights, and needs assessments for Title I Programs. **Strategy's Expected Result/Impact:** Meeting Invitation, Sign-in sheets, Meeting Agendas, Minutes, Handouts, Evaluation, Pictures (optional) **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Parent Educators, Principals **Schoolwide and Targeted Assistance Title I Elements:** 3.2				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Recognize parent volunteers and parent educators for their service and support throughout the year to the Parent and Family Engagement Program. **Strategy's Expected Result/Impact:** Sign-in Sheets, Agendas **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Parent Educators **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** Awards and Incentives for parent educators and Parent volunteers - Local (199) - 199.61.6498 - $3,000				

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Provide a special recognition to parent volunteers who exceed 500 hours of volunteer service to the district. (Gold: 500-1,000 hours) (Platinum: over 1,000 hours) **Strategy's Expected Result/Impact:** Sign-in Sheets, Agendas **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Parent Educators **Schoolwide and Targeted Assistance Title I Elements:** 3.2				

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide supplies, materials, and technology resources to parent centers to implement parent and family engagement initiatives throughout the year. **Strategy's Expected Result/Impact:** Purchase orders and all necessary documentation. **Staff Responsible for Monitoring:** Parental and Family Engagement Director **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** - Title I (211) - $6,000, - Local (199) - $2,500				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: 17) Provide parents with access to mass media notification system called Blackboard to communicate with the parents of such parent meetings, campus activities and emergency information as needed throughout the school year. The information will be provided in both English and Spanish. **Strategy's Expected Result/Impact:** Reports of calls, voice and texts from every campus district wide. **Staff Responsible for Monitoring:** Parental and Family Engagement Director, Federal Programs Director **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** 211.61.6399. - Title I (211) - $24,000	25%	55%	80%	100%

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Participate in district Parental Involvement meetings to communicate the importance of Technology in the classrooms district wide. **Strategy's Expected Result/Impact:** EP06, I09, LAS07, LAS11, TL09 **Staff Responsible for Monitoring:** Parental Involvement meetings Agendas Sign in Sheets	25%	50%	70%	100%

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Purchase, Implement, and maintain an electronic Title I monitoring system to ensure compliance for local, state, and federal funded programs. **Strategy's Expected Result/Impact:** Federal Documentation Compliance **Staff Responsible for Monitoring:** Parental Involvement Director, Principals **Funding Sources:** - Title I (211) - 6299 and 6399 - $13,000	5%	55%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: Donna I.S.D. 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: Bilingual/ESL: Participate in and/or provide at least 4 events/meetings/trainings/fairs/celebrations to inform parents of the district's Bilingual/ESL model.

Evaluation Data Sources: Sign-In Sheets, Flyers, Agendas, Acknowledgment Receipt Signature Sheet, and/or Handbook

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Support the attendance by parent liaison of local and state parent conferences to learn strategies for student support that they will then convey in regular parental meetings as well as informing parents about the district's bilingual/ESL model. **Strategy's Expected Result/Impact:** Increase Parent Skills for Developing Literate Children **Staff Responsible for Monitoring:** director **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** - Bilingual (162), - Title III (263)	0%	50%	✗	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Coordinate parental meetings with district departments and community sites to ensure more parents receive information that can benefit their children and families, Title III requirement. (ie. Health Fair, Sp. Educ. Parent Meetings, Bil/ESL Dept. Meetings, GEAR-UP, Title III etc.) [Velazquez Press, Teacher Created Materials, Regions I, etc...] **Strategy's Expected Result/Impact:** Invitation, Sign- in sheets, Agendas, Pictures (optional) **Staff Responsible for Monitoring:** Bilingual Department Director, Parental Involvement Director, Directors, Parent Educators **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** - Title III (263) - $9,000, - Local (199) - $2,000	35%	50%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Attend, present at, and/or host Education Service Center 1 Bilingual Director Meetings in order to promote and/or acquire Bilingual/ESL successful model implementation strategies. Maintain presentation/promotional resources/materials (Gateway, Teacher Created Materials, Positive Promotions, DISD Warehouse, Mid Valley Supply, Lakeshore, Office Depot, Office Max, Etc...) **Strategy's Expected Result/Impact:** Promotion of Successful DISD strategies to other districts. Strengthen network with other Bilingual/ESL Directors. Acquire/Implement up to date Bilingual/ESL model strategies. **Staff Responsible for Monitoring:** Bilingual Department Director and Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1 **Funding Sources:** - Local (199) - $9,350	35%	70%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: District Celebration of students' biliteracy achievements, academic achievements, and/or voices. (Students and teachers receive recognition for their participation in district's biliteracy model. Students reading on grade level or above (English and/or Spanish) are recognized. Students share their voices as part of a panel). Ceremony/Recognition and Community engagement are the two components of the festival. **Strategy's Expected Result/Impact:** Increase levels and/or awareness of bilingual, biliterate, and bicultural benefits. **Staff Responsible for Monitoring:** Number of students reading on grade level or above (English and/or Spanish) in dual language model. **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Funding Sources:** - Title III (263) - 61 - $1,450, - Local (199) - 11 - $13,600	0%	0%	25%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Create and distribute, via social media, a newsletter providing recommendations, data, and/or research to teachers and parents on the latest news and/or strategies to help educate our Emergent Bilinguals. (Smore, Acrobat Reader, Canva, etc....) **Strategy's Expected Result/Impact:** Increase awareness of our stakeholders on the linguistic, academic, and affective needs of our Emergent Bilinguals. **Staff Responsible for Monitoring:** Bilingual/ESL Education Department **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6, 3.1 - **Results Driven Accountability** **Funding Sources:** - Local (199) - $1,000	35%	50%	65%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 4: 80% of migratory parents who attend PAC meetings and trainings throughout the school year will report that they feel better prepared to support their child's education.

Evaluation Data Sources: PAC meeting, training agendas, sign in sheets, parent surveys

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Establish a Migrant PAC and host three meetings to provide meaningful consultation for planning, implementation and evaluation of the MEP. **Strategy's Expected Result/Impact:** To make the necessary recommendations regarding the implementation and evaluation of the MEP and to ensure compliance with OME **Staff Responsible for Monitoring:** Migrant Director, Migrant Staff **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	25%	50%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunities that include transportation, refreshments and child care for Migrant PAC members and other migrant parents to attend meetings, trainings, conferences and other migrant related activities **Strategy's Expected Result/Impact:** Increase parent knowledge on updates and new laws and available resources pertaining to Migrant educational program. **Staff Responsible for Monitoring:** Migrant Director; Migrant Family Services Coordinator Comm. Liaison **Schoolwide and Targeted Assistance Title I Elements:** 3.2 **Funding Sources:** - Migrant (212) - 6419 - $3,000, - Migrant (212) - 6291 - $2,000	0%	50%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their children. **Strategy's Expected Result/Impact:** To increase parent collaboration with school staff and awareness of accessing other resources **Staff Responsible for Monitoring:** Migrant Strategists, Migrant staff, Migrant Director	15%	55%	75%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 5: Nursing/Health Services: SHAC meeting presentations from community partners will be shared with all nursing staff to educate students and give parents information of where to go get medical assistance. Students will receive needed medical care. SHAC meetings will be held 4 times in a school year.

Evaluation Data Sources: SHAC Agendas and nurses end of the year reports/ number of students receiving medial treatment.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Perform presentations & educate students, parents, & staff on Personal Hygiene, Flu prevention, Promote Vaccines Good Nutrition, Diabetes Awareness, Cancer Awareness, Heart Disease, Vision Care, Dental Care, Puberty/Abstinence, Safety, First Aid, Food Allergy & Anaphylaxes Prevention, Child Sexual Abuse Prevention, STD, HIV/AIDS awareness & Prevention and any other disease process, chronic health condition, or community awareness to improve or promote a healthy life style. **Strategy's Expected Result/Impact:** Student's school attendance will increase due to education & awareness to prevent diseases, parents will staff will have increased knowledge of conditions that warrant MD evaluation. Parental Permission will be required for Puberty, Abstinence, and STD, HIV/AIDS Presentations. **Staff Responsible for Monitoring:** Licensed & Non-licensed Nursing staff.	20%	✗	✗	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide Health Services information to SHAC (School Health Advisory Council) regarding student health and community awareness. **Strategy's Expected Result/Impact:** Attending four yearly SHAC meetings and participate in discussion regarding student & employee wellness. **Staff Responsible for Monitoring:** Health Services Director & office staff.	✗	✗	✗	100%

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

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

Performance Objective 6: Fine Arts: The district will inaugurate school/community committees and meet at least 4 times a school year to support continuous success for all Fine Art students.

Evaluation Data Sources: Fine Arts cross-curricular projects, Community engagement projects, Committee agendas/sign-in documents.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop and implement a school and community public relations plan that will advocate for all Fine Art Programs. **Strategy's Expected Result/Impact:** Increase in community engagement, Increase in community support, Develop healthy school and community perceptions and relationships. **Staff Responsible for Monitoring:** Superintendent, Public Relations Officer and Fine Arts Director, Campus Fine Arts Coordinator	25%	70%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Promote and support collaborative efforts that are true to a learning organization **Strategy's Expected Result/Impact:** Promotes collegiality, creates multiple learning opportunities, advances college and career readiness, fosters organizational mastery. **Staff Responsible for Monitoring:** Fine Arts Director, Campus Fine Arts Coordinator, Fine Arts Teacher. Campus Administrator **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	25%	70%	80%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 7: Nutrition/Food Services: SHAC meetings at least 4 times a school year.

Targeted or ESF High Priority

Evaluation Data Sources: Attend and Present SHAC meetings

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide Nutrition and Health information to the Student Health Advisory Council. **Strategy's Expected Result/Impact:** Agendas **Staff Responsible for Monitoring:** Director of Child Nutrition **Schoolwide and Targeted Assistance Title I Elements:** 3.2	0%	10%	40%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

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

Performance Objective 8: Parents and community members will be able to access educational services and information through available technology resources

Evaluation Data Sources: Parental Involvement

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Parents will be able to access student grades/progress through electronic management services **Strategy's Expected Result/Impact:** LAS09, LAS11, TL12, TL15, TL16 **Staff Responsible for Monitoring:** Parent portal Parent access authorization form	Sept	Dec	Mar	June
	90%	55%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Parent centers will provide continuing technology education to parents and community members **Strategy's Expected Result/Impact:** TL15 **Staff Responsible for Monitoring:** Sign in sheets Agendas of technology education classes	Sept	Dec	Mar	June
	5%	20%	35%	

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Utilize district web site to inform the community through parental involvement meetings of the best technology practices. **Strategy's Expected Result/Impact:** LAS07, LAS09, LAS11, TL13, TL15, TL16 **Staff Responsible for Monitoring:** Newsletter, Brochures and District web site postings	Sept	Dec	Mar	June
	25%	40%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Provide training for parents on how to assist their children on the use of mobile devices for educational purposes. **Strategy's Expected Result/Impact:** EP03, EP08, I03, I05, I09, LAS07, LAS10, TL12, TL15	Sept	Dec	Mar	June

Staff Responsible for Monitoring: Mobile Devices Inventory Agendas Training Sign in Sheets	0%	15%	25%	→

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 9: Solicit community input in the planning of technology integration

Evaluation Data Sources: Educator Preparation and Development

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Ensure community representatives are included as members on the CLPACs, DLPAC, and District Technology Committee. **Strategy's Expected Result/Impact:** I03, I08, LAS02, LAS04 **Staff Responsible for Monitoring:** Meeting Minutes Sign in sheets	0%	10%	30%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Invite key community members to participate in the Technology Plan Committee Meetings. **Strategy's Expected Result/Impact:** I08, LAS07 **Staff Responsible for Monitoring:** Agenda Invitation	0%	10%	45%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Participate in district Parental Involvement meetings to discuss the direction of technology in the classrooms district wide **Strategy's Expected Result/Impact:** I09, LAS05, LAS13 **Staff Responsible for Monitoring:** Parental Involvement meetings and minutes	0%	15%	0%	100%

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

Goal 7: Donna I.S.D. will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 1: Design, install and maintain a technology and telecommunications for communications and services that ensures equitable access for all campuses and the community.

Evaluation Data Sources: Technology Infrastructure

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Purchase network servers to consolidate the network framework at the Network Operating Center. (NOC) **Strategy's Expected Result/Impact:** I01, I08, TL12 **Staff Responsible for Monitoring:** Hardware configuration Consolidation Framework **Funding Sources:** Network Servers - Local (199) - $60,000	0%	5%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The Technology Department personnel will attend all meeting for new construction. **Strategy's Expected Result/Impact:** EP03, I01, I02, LAS03, LAS05 **Staff Responsible for Monitoring:** Agenda of meetings Minutes of meetings	0%	0%	55%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Conduct a yearly needs assessment of Technology Infrastructure hardware and software. **Strategy's Expected Result/Impact:** I01, I05, LAS01, LAS08, TL09, TL10 **Staff Responsible for Monitoring:** Report of Network Evaluation Inventory	60%	65%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Maintain and upgrade existing Voice Over IP digital phone system district wide. **Strategy's Expected Result/Impact:** EP03, I01, I02, LAS03, LAS05 **Staff Responsible for Monitoring:** VOIP phones Planning to migrate DNHS and DHS to new VOIP platform. **Funding Sources:** VOIP Digital Platform - Local (199) - $500,000	80%	85%	95%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: New School construction installation or campus upgrades: Network Infrastructure, Data cabling, VOIP, and Switches. **Strategy's Expected Result/Impact:** I01, I02, I05, I06, I07, I08, LAS04, LAS10 **Staff Responsible for Monitoring:** Purchase of equipment Inventory Report New School Budget				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Upgrade Wireless infrastructure district wide to support mobile devices and Bring Your Own Devices (BYOD) **Strategy's Expected Result/Impact:** EP01, EP08,I01, I05, I06, TL09, TL12, TL14, TL16 **Staff Responsible for Monitoring:** Hardware Equipment BYOD **Funding Sources:** Network Access Controller Renewal - Local (199) - $100,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 7: Donna I.S.D. will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 2: Develop innovative funding and collaboration strategies with both public and private sectors to ensure all students have equitable broadband communications.

Evaluation Data Sources: Technology Insfrastructure

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Technology Director will seek additional funds for technologies and broadband communications **Strategy's Expected Result/Impact:** EP04, I03, I05, I06, LAS04, LAS05, LAS07 **Staff Responsible for Monitoring:** Notice of Grants NOGA Grants	40%	50%	65%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Participate in Erate Program to seek additional funds for technology infrastructure, CAT1 and CAT2. **Strategy's Expected Result/Impact:** I01, I03, LAS04, LAS05, TL11, TL12 **Staff Responsible for Monitoring:** Receipt of Funding Commitment Letters	65%	75%	90%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Seek Funding with state and federal programs to ensure latest technologies and software programs **Strategy's Expected Result/Impact:** I02, I03, I06, I08, TL12 **Staff Responsible for Monitoring:** Federal Budgets State Budgets	45%	55%	75%	100%

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

Goal 7: Donna I.S.D. will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 3: Build Support for Internet Access through collaborative planning, education or other means.

Evaluation Data Sources: Technology Infrastructure

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Allocate funds to meet the 1:1 ratio for all students and professional educators. **Strategy's Expected Result/Impact:** I04, I05, I06, LAS01 **Staff Responsible for Monitoring:** Surveys Budgets	45%	50%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Allocate district funds towards ensuring accessibility to workstations for disabled students and staff as required by the ADA. **Strategy's Expected Result/Impact:** I03, LAS04, TL10, TL14 **Staff Responsible for Monitoring:** Special Education Dept. Physical inventory indication of ADA Compliant.	45%	55%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Hire network assistant to ensure that network infrastructure meets the needs of all stakeholders district wide. **Strategy's Expected Result/Impact:** I02, I04, I05 **Staff Responsible for Monitoring:** Interview procedures Human Resources clearance PCN	0%	5%	10%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide level technical support and assistance within a 24 hours period after the work orders are submitted. **Strategy's Expected Result/Impact:** NCLB 12 **Staff Responsible for Monitoring:** Campuses, Central Admin. Directors	45%	55%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 7: Donna I.S.D. will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 4: Strive to achieve and maintain a personal computing device ration of 1:1 for both students and professional educators.

Evaluation Data Sources: Technology Devices

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Conduct an inventory of each campus equipment to determine the student to computer ration. **Strategy's Expected Result/Impact:** I01, I04 **Staff Responsible for Monitoring:** Inventory reports WASP Inventory	55%	65%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Implement Bring Your Own Devices on all secondary campuses. **Strategy's Expected Result/Impact:** EP01, EP03, EP08, I01, I03, I04, LAS04, TL12, TL13. **Staff Responsible for Monitoring:** Policies Inventory Budgets (campus) Network Access Controller	55%	65%	80%	100%

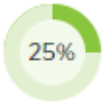
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 7: Donna I.S.D. will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 5: Provide access to appropriately configured technology for all students and staff including students and staff with disabilities.

Evaluation Data Sources: ADA Technology Devices/equipment

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Inform the architect and general contractor about ADA compliant computer work areas during construction meetings for new facilities or renovation of existing buildings. **Strategy's Expected Result/Impact:** I01, I07, LAS05, LAS10 **Staff Responsible for Monitoring:** Meetings Agendas Sign in Sheets				

 No Progress Accomplished Continue/Modify Discontinue

Goal 7: Donna I.S.D. will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 6: Upgrade and maintain a high speed, high capacity statewide telecommunications network.

Evaluation Data Sources: Technology Infrastructure

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Upgrade district wide WAN to 10 gbps fiber optic backbone. **Strategy's Expected Result/Impact:** I02 **Staff Responsible for Monitoring:** Installation of WAN 10 gigamans. Invoices				

 No Progress Accomplished Continue/Modify Discontinue

Goal 7: Donna I.S.D. will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 7: Maintain policy to ensure maximum efficiency and use of technology for all students and faculty.

Evaluation Data Sources: Technology Infrastructure

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Technology Committee will met two times a year to review the Technology Plan. **Strategy's Expected Result/Impact:** I01, TI14 **Staff Responsible for Monitoring:** Agenda District Technology Plan	35%	45%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campuses will update their Technology Needs Assessment regarding the level of proficiency and submit it to the Technology Department. **Strategy's Expected Result/Impact:** EP04, LAS02, LAS04, TL09, TL14, TL15 **Staff Responsible for Monitoring:** 100% completion from all campuses Results Report	50%	55%	60%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: The District will replace instructional workstation every five years. **Strategy's Expected Result/Impact:** I01, I04, I05, I07, TL09 **Staff Responsible for Monitoring:** Physical inventory WASP Inventory	80%	85%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: The District will replace administrative computers as needed. **Strategy's Expected Result/Impact:** I01, I02, I04, I06, TL13 **Staff Responsible for Monitoring:** Physical Inventory WASP Inventory	70%	75%	85%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: The district will replace 10% of the oldest infrastructure equipment every 3- 5 years **Strategy's Expected Result/Impact:** I01, I02, I06, I08, TL09 **Staff Responsible for Monitoring:** Physical Inventory WASP Inventory	75%	80%	90%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

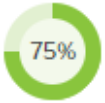
Goal 7: Donna I.S.D. will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 8: Provide and maintain communication with students, parents, and the community members to have access of school news, educational resources and data.

Evaluation Data Sources: Telecommunications

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Create and maintain district and campuses web sites. **Strategy's Expected Result/Impact:** I02, I09, LAS05, LAS07 **Staff Responsible for Monitoring:** District news Campus News Achievement publications				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The district will provide an email account for faculty and administrative personnel to communicate with parents and community. **Strategy's Expected Result/Impact:** EP03, I03, LAS03, TL05 **Staff Responsible for Monitoring:** Email Server Email accounts				

 No Progress Accomplished Continue/Modify Discontinue

Goal 7: Donna I.S.D. will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 9: Provide access to digital instructional tools that meet interoperability and data accessibility standards for instruction.

Evaluation Data Sources: Instructional Technology

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Ensure all computer labs have at least 25 workstations, printer, Interactive Flat panels. **Strategy's Expected Result/Impact:** I01, I04, I07, LAS05, TL12 **Staff Responsible for Monitoring:** Purchase order WASP Inventory	90%	95%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Ensure all libraries have at least 25 workstations, printer and multimedia center consisting video cameras . **Strategy's Expected Result/Impact:** EP03, I05, LAS05, TL09, TL10 **Staff Responsible for Monitoring:** Purchase orders WASP Inventory	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Purchase hardware equipment to meet the needs for instruction and network infrastructure. **Strategy's Expected Result/Impact:** I01, I06, I07, TL09 **Staff Responsible for Monitoring:** Purchase Orders WASP Inventory	85%	90%	95%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Purchase licenses for operating systems on a yearly basis district wide. **Strategy's Expected Result/Impact:** I01, I05, LAS05, TL08 **Staff Responsible for Monitoring:** Licenses	90%	95%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 7: Donna I.S.D. will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 10: Purchase technologies software and hardware to audit, secure and monitor network services and equipment.

Evaluation Data Sources: Technology Insfrastructure

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Maintain antivirus software licenses for each workstation and servers with the district. **Strategy's Expected Result/Impact:** I02, I03, I07, TL06, Tl13 **Staff Responsible for Monitoring:** Licenses Antivirus software	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Purchase software to monitor network services and servers. **Strategy's Expected Result/Impact:** I02, I03, LAS04 **Staff Responsible for Monitoring:** Licenses Purchase Orders	85%	90%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Renew yearly Enterprise Mobility Management Software for Bring Your Own Devices **Strategy's Expected Result/Impact:** EP01, EP08, I01, I03, TL09, TL13 **Staff Responsible for Monitoring:** BYOD Electronic Agreement forms	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Purchase software to manage mobile devices district wide. **Strategy's Expected Result/Impact:** EP03, EP08, I01, I06, TL08, tL09, TL13 **Staff Responsible for Monitoring:** Software licenses	90%	95%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 8: Provide administrators with the technology needed to plan and strengthen administrators' role in the implementation of technology.

Performance Objective 1: Incorporate ongoing technology planning in classroom, instructional learning centers, and campus improvement plans.

Evaluation Data Sources: Leadership Administration Support

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Principals will utilize CLPAC and Campus Improvement Plan committee to develop technology plan for their respective campus. **Strategy's Expected Result/Impact:** LAS01, LAS02, LAS05, LAS08, LAS13 **Staff Responsible for Monitoring:** Campus Improvement Plan	90%	95%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide Technology leadership best practices training for District and Campus Administrators. **Strategy's Expected Result/Impact:** LAS01, LAS10, LAS12 **Staff Responsible for Monitoring:** Eduphoria Schedule Sign in sheets	60%	65%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 8: Provide administrators with the technology needed to plan and strengthen administrators' role in the implementation of technology.

Performance Objective 2: Utilize technology to manage and supervise instruction

Evaluation Data Sources: Leadership Administration Support

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide technology needed for disaggregation of data to support decision making and instruction. **Strategy's Expected Result/Impact:** EP03, I01, LAS05, LAS08, TL04, TL05, TL06, TL07 **Staff Responsible for Monitoring:** Data Management System				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Incorporate mastery of SBEC technology applications standards into local educator appraisal systems. **Strategy's Expected Result/Impact:** EP01, EP04, EP05, LAS12, TL01, TL04 **Staff Responsible for Monitoring:** Appraisal system				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Utilize an online environment for administrative review of teachers lesson plans. **Strategy's Expected Result/Impact:** EP03, I01, I09, TL04, TL08, TL16 **Staff Responsible for Monitoring:** Eduphoria Forethought Lesson Plans Sharepoint				

 No Progress Accomplished Continue/Modify Discontinue

Goal 8: Provide administrators with the technology needed to plan and strengthen administrators' role in the implementation of technology.

Performance Objective 3: Develop, Implement, and maintain acceptable use policies for all DISD Users.

Evaluation Data Sources: Leadership, Administration and Support

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Enforce the District Acceptable use policies (AUP) that have been adopted by the DISD School board. **Strategy's Expected Result/Impact:** LAS09, LAS15, TL14 **Staff Responsible for Monitoring:** Signed AUP forms	90%	95%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain and update non secured and secured data on the Donna ISD web pages. **Strategy's Expected Result/Impact:** EP08, I01, LAS09, LAS11, LAS13, TL16 **Staff Responsible for Monitoring:** Contents of District/Campus' web sites	90%	95%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Utilize an online environment for evaluations and self reports including Strive **Strategy's Expected Result/Impact:** LAS10, LAS12, TL08 **Staff Responsible for Monitoring:** Eduphoria appraisal system	90%	95%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Professional development on the integration of technology in all classrooms, Literacy Centers, campuses to measure their effectiveness against assessments tools. **Strategy's Expected Result/Impact:** EP06, LAS03 **Staff Responsible for Monitoring:** Surveys Benchmarks assessments	75%	85%	100%	100%

No Progress

Accomplished

Continue/Modify

Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $181.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Athletic Funds

Personnel for District Improvement Plan

Name	Position	FTE
Abby B. Nolasco	Instructional Aide	0
Allison Jean Ortega	Instructional Strategist (Social Studies	0
April Renee Perez	Instructional Strategist (Math)	0
Armando Medrano	Licensed Professional Counselor	0
Astrid Yasmeen Perez	Instructional Aide	0
Cristina Del Carmen Aranda	Teacher	0
Cynthia Garcia	Teacher	0
Dalia Segura	Teacher	0
David Castaneda	Instructional Strategist (Social Studies	0
Debra Lee Montemayor	Counselor Clerk	0
Debra Lynn Harris	Instructional Strategist (Math)	0
Dora V. Ruiz	Teacher	0
Elena Castaneda	Counselor Clerk	0
Florestela Gomez	Instructional Strategist (Science)	0
Griselda Robledo	Curriculum Clerk	0
Gustavo A. Hernandez-Espinoza	Teacher	0
Hilda Marie Martinez	Counselor Clerk	0
Iris Cavazos	Teacher (Academic Elective)	0
Jacqueline Hernandez	Instructional Strategist (ELAR)	0

Name	Position	FTE
Janie C. Castillo	Teacher	0
Jenilee Garza	Counselor Clerk	0
Jeremy Gonzales	Counselor Clerk	0
Jesus B. Lozano	Teacher	0
Joanna De Leon	Counselor	0
Juan Diego Ortiz	Teacher	0
Juan Reyes Gracia	Teacher	0
Juana Maria Rubalcaba	Counselor Clerk	0
Juanita L. Rodriguez	Instructional Aide	0
Laura Olivares-Soto	Teacher	0
Leticia Perez	Counselor Clerk	0
Mara Elia Martinez	Counselor	0
Maria Rosario Ybarra	Counselor Clerk	0
Maricela Zuniga	Instructional Aide	0
Marlen Portillo	Teacher	0
Melanie Ballardo Rodriguez	Counselor	0
Melissa Denise Torres-Mendez	Instructional Strategist (ELAR)	0
Netzelle Caballero	Counselor Clerk	0
Noel Trevino	Instructional Aide	0
Noelia Beatriz Handy	Teacher	0
Nora Y. Leija	Instructional Aide	0
Norma Nereida Ortega	Teacher	0
Rama Krishna Chintapalli	Instructional Strategist (Science)	0
Rita Marie Nino	Teacher	0
Rocio Frias	Instructional Aide	0
Rosario Villegas	Instructional Aide	0
Ruth Patricia Macias	Instructional Aide	0
Ruth Sauceda	Counselor Clerk	0
San Juanita Navarro	Instructional Aide	0
Sonia Aurelia Magdaleno	Counselor Clerk	0
Stephanie Ann Sauceda	Instructional Aide	0

Name	Position	FTE
Sylvia Guzman Garza	Licensed Professional Counselor	0
Teresa D. Vining	Instructional Aide	0
Thelma Cerda	Health Related Services Secretary	0
Tomasita Gonzalez	Counselor Clerk	0
Virgilio Bautista Valencia	Instructional Strategies (ELAR)	0
Virginia Alvarez	Instructional Aide	0
Yolanda Rangel	Instructional Strategist (Math)	0

Title I Personnel

Name	Position	Program	FTE
Adrian Javier Paras	Instructional Aide	Title I - Donna North HS	
Aissa Marie Mendez	Parent Center Educator	Title I - Adame Elem.	
Alice Martinez	Parent Center Educator	Title I - Todd MS	
Alma I. Martinez	Instructional Aide	Title I - Stainke Elem.	
Alyssa Marie Gonzalez	Instructional Aide	Title I - LeNoir Elem.	
Amenda Vela Martinez	Dean of Instruction Clerk	Title I - Solis MS	
Ana Alejandra Baez Aguilar	Instructional Aide	Title I - Salazar Elem.	
Ana Deisy Del Angel	Library Aide	Title I - Stainke Elem.	
Ana Maria Villarreal	Library Aide	Title I - Guzman Elem.	
Ana N. Chapa	Instructional Aide	Title I - Salazar Elem.	
Ana Teresa Nava Regino	Dean of Instruction Clerk	Title I - Veterans MS	
Angela Aleman Garcia	Parent Center Educator	Title I - Solis MS	
Angelica Willingham	Curriculum Specialist	Title I - Runn Elem.	
April Espinoza	Instructional Aide	Title I - Ochoa Elem.	
Arturo Gonzalez	Library Aide	Title I - Price Elem.	
Audrey L. Briales	PreK3 Teacher	Title I - Guzman Elem.	
Belia Singleterry	Instructional Aide	Title I - Ochoa Elem.	
Belinda Munoz	Instructional Aide	Title I - Adame Elem.	
Claudia Janet Villegas	Nurse Aide	Title I - Price Elem.	
Claudia Medina	Instructional Aide	Title I - Salinas Elem.	
Claudia P. Rodriguez	Library Aide	Title I - Salinas Elem.	
Corina Lynn Alegria	Library Aide	Title I - Donna North HS	
Crisol Medina	Instructional Aide	Title I - Adame Elem.	
Crystal Mae Garza	Dean of Instruction	Title I - Veterans MS	
Cynthia Escovedo	Instructional Aide	Title I - Caceres Elem.	
Dalila A. Rivera	Parent Center Educator	Title I - Donna HS	
David Ramirez	Library Aide	Title I - Sauceda MS	
Deborah Denise Regalado	Dean of Instruction	Title I - Sauceda MS	

Name	Position	Program	FTE
Diana Aracely Mata	Parent Center Educator	Title I - Veterans MS	
Dora Mercado	Instructional Aide	Title I - Caceres Elem.	
Eduardo Sanchez	Library Aide	Title I - Garza Elem.	
Eliana Elizabeth Gamez	Creative Writing Teacher	Title I - Solis MS	
Elizabeth Maycotte	Instructional Aide	Title I - Garza Elem.	
Elsa Guerrero Guzman	Curriculum Specialist	Title I - Price Elem.	
Elsa Viola Garcia	Library Aide	Title I - Adame Elem.	
Elva Guerrero	Federal Programs Clerk	Title I - Federal Programs	
Elvia M. Vasquez	Instructional Aide	Title I - Garza Elem.	
Erica C. Epperson	Curriculum Specialist	Title I - Garza Elem.	
Flor E. Mendoza	Nurse Aide	Title I - Veterans MS	
Flor Estela Ortega	PreK3 Teacher	Title I - Rivas Elem.	
Francisca Y. Alvarez	Instructional Aide	Title I - LeNoir Elem.	
Gaspar Sanchez	Instructional Aide	Title I - Runn Elem.	
Gladis Maritza Hernandez	Instructional Aide	Title I - Adame Elem.	
Herlinda Ramirez	Parent Center Educator	Title I - Salinas Elem.	
Ianelli Reyna	Instructional Aide	Title I - LeNoir Elem.	
Irazema Reyes	Curriculum Specialist	Title I - Rivas Elem.	
Irene Garza	Nurse Aide	Title I - Donna North HS	
Iris Garza Gonzalez	Parent Center Educator	Title I - Donna North HS	
Isabel Martinez	Parent Center Educator	Title I - Caceres Elem.	
Itzahamara Moses	Curriculum Specialist	Title I - Salinas Elem.	
Jamie Yanez	Nurse Aide	Title I - MuÃ±oz Elem.	
Janie Alaniz	Curriculum Specialist	Title I - Ochoa Elem.	
Jessica G. Mejorado	Instructional Aide	Title I - Salazar Elem.	
Jessica Vega Herrera	Library Aide	Title I - Solis MS	
Joann Lupe Perez	Parent Center Educator	Title I - Garza Elem.	
Joanna M. Estrada	Library Aide	Title I - Rivas Elem.	
Joellen Carrizales Limas	Nurse Aide	Title I - Salazar Elem.	
Josefa Gonzalez	Instructional Aide	Title I - Stainke Elem.	
Juan J. De La Rosa	Instructional Aide	Title I - Rivas Elem.	

Name	Position	Program	FTE
Juanita Cano	Instructional Aide	Title I - Veterans MS	
Juanita Sepulveda	Nurse Aide	Title I - Singleterry Elem.	
Karla Y. Uvalle-Castro	Dean of Instruction	Title I - Donna HS	
Kassandra Carlotta Zapata	Instructional Aide	Title I - MuÃ±oz Elem.	
Larisa Andrea Alvarado	Instructional Aide	Title I - Salinas Elem.	
Laura Nelly Mederes	PreK3 Teacher	Title I - Salinas Elem.	
Leonila Morado	Instructional Aide	Title I - Guzman Elem.	
Leticia Ortega	Nurse Aide	Title I - Sauceda MS	
Leticia V. Yanez	Dean of Instruction	Title I - Donna North HS	
Lilia Alvarez	Instructional Aide	Title I - Rivas Elem.	
Linda Cardenas	Library Aide	Title I - Donna HS	
Linda Castro Levine	Curriculum Specialist	Title I - Salazar Elem.	
Linda Garcia	Library Aide	Title I - Caceres Elem.	
Linda Janet Sanchez	Nurse Aide	Title I - Donna HS	
Lisa E. Gonzalez	Federal Programs Secretary	Title I - Federal Programs	
Lizette Montemayor	Instructional Aide	Title I - Salazar Elem.	
Lloana E. Rodriguez	Instructional Aide	Title I - Ochoa Elem.	
Lora Ann Lugo	Parent Center Educator	Title I - Ochoa Elem.	
Lorena Zuniga	Library Aide	Title I - Todd MS	
Lori Eleanor Vento	Instructional Aide	Title I - Caceres Elem.	
Magaly Manrique	Instructional Aide	Title I - Runn Elem.	
Manuel Rodriguez Guerra	Instructional Aide	Title I - Salinas Elem.	
Marcela Leal	Library Aide	Title I - Donna HS	
Marco A. Garcia Ulloa	Instructional Aide	Title I - Guzman Elem.	
Margot Esther Pena-Zuniga	Federal Programs Part-time Clerk	Title I - Federal Programs	
Maria Clementina Cardona	PreKinder Teacher	Title I - Garza Elem.	
Maria Del Rosario Isassi	Nurse Aide	Title I - Solis MS	
Maria Delia Rico	PreK3 Teacher	Title I - Stainke Elem.	
Maria Elena Pena	Curriculum Specialist	Title I - Guzman Elem.	
Maria F. Valenzuela	Parent Center Educator	Title I - Singleterry Elem.	
Maria G. Buenrostro	Licensed Vocational Nurse	Title I - 3D Academy	

Name	Position	Program	FTE
Maria G. Ortiz	PreK3 Teacher	Title I - Garza Elem.	
Maria L. Tovar	Creative Writing Teacher	Title I - Solis MS	
Maria Rebecca Martinez	Instructional Aide	Title I - Ochoa Elem.	
Maria Teresa Nino	Curriculum Specialist	Title I - Stainke Elem.	
Maria Velia Garza	Instructional Aide	Title I - Garza Elem.	
Maricela Ramirez	MEO Edmentum Teacher	Title I - Donna HS	
Marisela Rico Salinas	Library Aide	Title I - Salazar Elem.	
Marissa H. Delagarza	Curriculum Specialist	Title I - Adame Elem.	
Maritza Garza	Parent Center Educator	Title I - Price Elem.	
Martha Lerma	Library Aide	Title I - Runn Elem.	
Maureen Hooks	Parent Center Educator	Title I - Salazar Elem.	
Mayra Maricela Martinez	Instructional Aide	Title I - Price Elem.	
Melinda Ramirez	Nurse Aide	Title I - Caceres Elem.	
Melinda Ramirez	Nurse Aide	Title I - Rivas Elem.	
Melinda Sandoval	AVID Teacher	Title I - Donna HS	
Melissa Jane Schmutz	Curriculum Specialist	Title I - Singleterry Elem.	
Melissa Moreno	Parent Center Educator	Title I - MuÃ±oz Elem.	
Mercedes M. Gurski	Plato Teacher	Title I - Donna North HS	
Miriam Selene Ramblas	AVID Teacher	Title I - Solis MS	
Monica Hernandez Lerma	Licensed Vocational Nurse	Title I - Solis MS	
Nancy Camacho	Instructional Aide	Title I - Ochoa Elem.	
Nancy Veronica Montelongo	PreKinder Teacher	Title I - LeNoir Elem.	
Nelida Cerda Alvarado	Federal Programs Coordinator	Title I - Federal Programs	
Noelia Perez	Instructional Aide	Title I - Singleterry Elem.	
Noelia R. De Leon	Library Aide	Title I - Ochoa Elem.	
Noemi Guerrero Jackson	Curriculum Specialist	Title I - LeNoir Elem.	
Norma L. Valenzuela	Parent Center Educator	Title I - LeNoir Elem.	
Norma Linda Guevara	Parental Involvement Secretary	Title I - Parent Involvement	
Odelia H. Hinojosa	Parent Center Educator	Title I - Guzman Elem.	
Orlando Buentello	Creative Writing Teacher	Title I - Veterans MS	
Osbaldo Eliazar Guzman	Instructional Aide	Title I - Salinas Elem.	

Name	Position	Program	FTE
Pedro Israel Vasquez	Instructional Aide	Title I - Guzman Elem.	
Perla Lee Barrientes	Instructional Aide	Title I - Salazar Elem.	
Priscilla Marie Gonzalez	Library Aide	Title I - Donna HS	
Rachel Reyes	Instructional Aide	Title I - Singleterry Elem.	
Rafaela Ledesma Olivo	Instructional Aide	Title I - Rivas Elem.	
Randy Ross Guzman	Instructional Aide	Title I - Price Elem.	
Raquel Sebastian	PreKinder Teacher	Title I - Adame Elem.	
Rebecca Castaneda	Federal Programs Director	Title I - Federal Programs	
Roberto De La Rosa	Instructional Aide	Title I - MuÃ±oz Elem.	
Rosalinda Robles	Instructional Aide	Title I - LeNoir Elem.	
Rose M. Martinez	Curriculum Specialist	Title I - Caceres Elem.	
Ruby Alfaro	Library Aide	Title I - Singleterry Elem.	
Samuel Garcia	Instructional Aide	Title I - Singleterry Elem.	
Sandra Olguin	Library Aide	Title I - MuÃ±oz Elem.	
Sandra Vicencio	Parent Center Educator	Title I - Sauceda MS	
Sarah V. Rocha	Parent Center Educator	Title I - Rivas Elem.	
Simon Sauceda	AVID Teacher	Title I - Donna HS	
Sonia Carreon	Creative Writing Teacher	Title I - Veterans MS	
Stacie Annette Del Angel	Dean of Instruction	Title I - Donna North HS	
Sue Ellen Lugo	Instructional Aide	Title I - Garza Elem.	
Susana Martinez	Parent Center Educator	Title I - Runn Elem.	
Teresa De Jesus Infante	AVID Teacher	Title I - Todd MS	
Thelma Luna	Dean of Instruction	Title I - Solis MS	
Tina May Z. Angulo	Curriculum Specialist	Title I - MuÃ±oz Elem.	
Tomas Tamez	Parent Involvement Director	Title I - Parent Involvement	
Vanessa Campos	Dean of Instruction Clerk	Title I - Sauceda MS	
Veronica Bustos	Instructional Aide	Title I - Price Elem.	
Yessica Estrada Avina	Instructional Aide	Title I - Salazar Elem.	
Yolanda H. Gonzalez	Parent Center Educator	Title I - Stainke Elem.	
Zulia Pedroza	Dean of Instruction	Title I - Todd MS	

District Funding Summary

Bilingual (162)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11			$32,400.00
1	2	1	purchase of texts		$83,625.00
1	2	2	technology and training		$10,000.00
1	2	3			$0.00
1	2	4			$1,000.00
1	2	5			$19,625.00
1	2	6			$0.00
1	2	7	Presentation/Instructional materials, TNTP Pro		$0.00
1	2	8	Presentation/Instructional Materials		$0.00
1	2	10			$27,000.00
1	2	13			$2,000.00
2	4	1			$11,600.00
2	4	2	Presentation/Instructional Materials		$0.00
2	4	4			$0.00
2	4	6			$25,101.00
2	4	7			$45,000.00
3	6	1	purchase of texts		$0.00
3	6	3	Presentation/Instructional Materials		$0.00
3	6	4			$0.00
4	3	3			$0.00
4	10	1			$282,528.00
4	10	2			$272,316.00
5	13	1	purchase of texts		$0.00
5	13	2	technology and training		$10,000.00
5	13	5			$0.00
5	13	6			$1,000.00
5	13	7			$0.00

Bilingual (162)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	13	8			$0.00
5	13	9	Presentation/Instructional materials		$0.00
5	13	10	Presentation/Instructional Materials		$0.00
5	13	15			$0.00
5	13	16	Budget		$14,425.00
5	13	18	Bilingual Education Allotment		$794,189.00
6	3	1			$0.00
				Sub-Total	$1,631,809.00
				Budgeted Fund Source Amount	$40,000.00
				+/- Difference	-$1,591,809.00

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8	2018-2019 DLM Kits for Pre-K Implementation		$12,642.00
1	1	11			$14,665.00
1	3	1			$50,000.00
3	3	16	164.13.6118		$5,000.00
4	2	1			$0.00
4	2	2		164.XX.6118	$153,240.00
4	2	3		164.XX.6XXX	$2,394,999.00
4	2	5		164.XX.63XX	$195,276.00
4	2	5		164.XX.64XX	$228,540.00
4	2	6		164.11.6395.SO.891	$3,000.00
4	2	7		164.21.6239.00.915.	$75.00
4	2	8		164.XX.6494	$150,000.00
4	2	9		164.11.6119	$526,773.00
4	2	9		164.11.6119	$286,877.00
4	2	12		164	$150,000.00
4	2	13		164.32.6125.00	$114,000.00
4	3	3			$0.00
5	9	1			$505,990.00

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	9	11			$1,536.00
5	9	14			$120,620.00
5	12	1	IMA Funds		$67,000.00
				Sub-Total	$4,980,233.00
				Budgeted Fund Source Amount	$9,200,000.00
				+/- Difference	$4,219,767.00

State Special Ed. (165)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11			$26,975.00
2	3	1	training materials		$300.00
2	3	2	student data		$0.00
2	3	3	instructional materials, electronic dictionaries, graphic organizers		$400.00
2	3	4			$300.00
2	3	7	student incentives, popcorn machine		$3,000.00
2	3	8	supplemental resources		$5,000.00
3	5	2	curriculum resources		$400.00
4	3	3			$0.00
5	15	1	training materials		$300.00
5	15	2	student data		$0.00
5	15	3	instructional materials, electronic dictionaries, graphic organizers		$400.00
5	15	4			$300.00
5	15	7	student incentives, Special Olympics events, popcorn machine, winter dance		$5,000.00
5	15	8	supplemental resources, Assistive Technology		$5,000.00
5	15	10	Frontline/TEAMS, Eduphoria, SuccessEd		$20,000.00
				Sub-Total	$67,375.00
				Budgeted Fund Source Amount	$470,482.00
				+/- Difference	$403,107.00

CTE (167)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00

CTE (167)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

GT (168)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2			$0.00
3	4	1		168.11.6339.00.XXX.21.0.00	$32,000.00
5	11	1		168.11.6399.00.XXX.21.0.00	$28,000.00
5	11	2	Books for summer reading	168.11.6329.00.903.21.0.00	$16,000.00
5	11	3	Order credit by exam from UT Austin for appropriate grade level		$10,000.00
5	11	4	30 hr. training done by Region One, Pre-AP/AP Summer Institute, secondary	168.13.6239.00.903.21.0.00	$20,000.00
5	11	5	AAS director, Teachers, Region 1 Trainers	168.13.6239.00.903.21.0.00	$1,500.00
5	11	6	Region One consultant	168.13.6239.00.903.21.0.00	$1,500.00
5	11	8	Trophies, medals, est.	168.11.6498.00.903.21.0.00	$2,500.00
5	11	9		168.11.6399.00.XXX.21.0.00	$30,000.00
5	11	10		168.11.6339.00.903.21.0.00	$20,000.00
5	11	11		168.11.6399.00.XXX.21.0.00	$30,000.00
				Sub-Total	$191,500.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$191,500.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	RLA Department		$1,000.00
1	1	8	2018-2019 STEMScopes		$32,754.00
1	1	8	2018-2019 Edusmart		$5,000.00
1	1	8	2018-2019 iStation		$141,632.98
1	1	8	2018-2019 Reading A-Z		$83,625.00
1	1	10	Testing Materials	6339- STAAR Released Tests for Benchmarks	$19,208.00
1	2	1			$8,500.00
1	2	2			$30,000.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3			$0.00
1	2	5			$5,000.00
1	2	8			$0.00
1	2	11	Extra duty pay for personnel, supplies and materials.		$49,000.00
1	2	13			$2,000.00
1	3	2	Accelerated Reader Licenses (7,500)	199.12	$74,358.00
1	3	4	Consortium	199.12.6239.00.908.99.0.	$44,330.00
1	3	4	Battle of the Books Competition and Books	199.36.6329.00.908.99.0.00	$8,576.00
1	3	5	Registration fees	199.12.6239, 199.12.6411	$0.00
1	3	6	SWANK movie license; Follett Destiny license	12.6499	$31,071.00
2	4	2			$0.00
2	4	6			$8,500.00
2	4	7			$1,000.00
2	4	8			$8,000.00
3	6	1			$0.00
3	6	3			$0.00
3	7	2			$0.00
3	10	1	Benchmark assessments		$4,200.00
3	12	1	Integration Technology		$42,000.00
3	16	1	Online Courses		$7,968,203.87
4	2	5		211.XX.64XX	$180,629.00
4	2	6			$0.00
4	2	7		199.21.6411.	$433.00
4	2	8		199.XX.6499	$3,000.00
4	2	15	199.21.6411		$300.00
4	2	16	199		$1,000.00
4	3	2			$0.00
4	3	3			$0.00
4	4	1		199.21.6411	$2,000.00
4	4	2	199.23.6399		$23,450.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	3	Eduphoria	199.11.6399.SW.890.11.0.00	$68,000.00
4	4	3	Testhound	199.21.6399.00.892.99.0.00	$15,238.00
4	4	4		199.21.6399	$3,000.00
4	4	5		199.21.6395	$2,500.00
4	4	6			$600.00
4	4	7			$400.00
4	4	8			$400.00
4	4	9			$500.00
4	4	10			$1,800.00
4	4	11			$1,000.00
4	4	13	199.21.6125.00.892.99.0.00		$800.00
4	5	1		41.734	$6,390.00
4	5	1		41.701/702	$16,723.00
4	5	2		41.734	$2,000.00
4	5	2		41.701/702	$70,580.00
4	5	3		41.701/702	$10,696.00
4	5	4		41.734	$4,000.00
4	5	4		41.701/702	$13,000.00
4	5	5		41.734	$3,692.00
4	5	5		41.701/702	$7,550.00
4	5	6		41.701/702	$18,700.00
4	6	1			$1,000.00
4	6	2		199.00.1310.GI.00000.00	$500,000.00
4	6	4			$0.00
4	7	2			$350,000.00
4	7	3		Local 199	$350,000.00
4	8	1	Training and Travel		$5,000.00
4	8	2	Contracted Services		$400,000.00
4	8	3	Supplies and Maintenance		$3,000,000.00
4	8	4	Capital Improvements		$5,000,000.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	9	1	Local Funds		$100,000.00
4	12	3	Conferences		$25,000.00
4	13	1	Technology Leadership Certification		$25,000.00
4	14	1		41.734	$6,390.00
4	14	1		41.701/702	$16,723.00
4	14	2		41.734	$2,000.00
4	14	2		41.701/702	$70,580.00
4	14	3		41.701/702	$10,696.00
4	14	4		41.734	$4,000.00
4	14	4		41.701/702	$13,000.00
4	14	5		41.734	$3,692.00
4	14	5		41.701/702	$7,550.00
4	14	6		41.701/702	$18,700.00
4	15	1	Funds for meals		$500.00
5	4	1		6219	$2,250.00
5	4	2		6219	$1,950.00
5	4	3		6219	$0.00
5	4	5	To purchase medciated Lice Shampoo for students that have no medcial insurance.	6399	$116.80
5	4	7	Medical supplies needed to stock all campus clinics with first aid supplies.	6399	$18,563.06
5	4	10			$0.00
5	4	15	CPR Recertifications are done every two years.	6395	$1,600.00
5	4	16			$0.00
5	4	19		6498	$1,200.00
5	6	1	Training	199.31.6411	$0.00
5	7	1	Sprint		$0.00
5	7	2	Inventory		$10,000.00
5	9	1			$26,550.00
5	9	10		6498	$4,000.00
5	9	14			$48,499.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	12	2			$25,000.00
5	13	1			$0.00
5	13	2			$4,542.00
5	13	5			$0.00
5	13	7			$5,000.00
5	13	10			$0.00
5	13	14			$2,000.00
5	13	16			$0.00
5	13	17			$49,000.00
5	16	1	18-19 Science Fairs: Student Transportation, Registration		$9,225.00
5	16	1	18-19 UTRGV STEM Camp		$12,623.00
5	21	1	199		$6,000.00
5	22	1		199	$400.00
6	1	3		199.21.6499.00.892.99.0.00	$300.00
6	2	9	Travel to Conferences		$1,000.00
6	2	10	Travel to Conferences		$300.00
6	2	14	Awards and Incentives for parent educators and Parent volunteers	199.61.6498	$3,000.00
6	2	16			$2,500.00
6	3	2			$2,000.00
6	3	3			$9,350.00
6	3	4		11	$13,600.00
6	3	5			$1,000.00
7	1	1	Network Servers		$60,000.00
7	1	4	VOIP Digital Platform		$500,000.00
7	1	6	Network Access Controller Renewal		$100,000.00
				Sub-Total	$19,857,739.71
				Budgeted Fund Source Amount	$71,684,588.00
				+/- Difference	$51,826,848.29

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Extra duty pay curriculum writing for Early Childhood Program	Federal	$16,200.00
1	1	5	RLA Department		$4,000.00
1	1	8	2018-2019 Imagine Math		$96,000.00
1	1	8	2018-2019 Reasoning Mind:Blueprint		$24,999.00
1	1	8	2018-2019 DLM Kits for Pre-K Implementation		$12,642.00
1	2	11			$4,000.00
1	2	12	Summer Reading Books	211.11.6329.00.913.24.0.00	$180,000.00
1	3	1	myON Software		$60,000.00
3	3	16	211.13.6118		$3,000.00
4	2	1			$0.00
4	2	2		211.XX.6125.	$217,597.00
4	2	2		211.XX.6118.	$13,817.00
4	2	3		211.XX.6XXX	$21,329.00
4	2	4		211.33.6219.XX	$21,035.00
4	2	5		211.XX63XX	$639,100.00
4	2	6			$0.00
4	2	7		211.21.6411.00.915	$4,850.00
4	2	8		211.XX.61XX	$650,000.00
4	2	10	211.32.6499		$26,000.00
4	2	11		211.11.6499	$10,000.00
4	2	12	211.11.6118.XX.XXX.XX.SS		$500,000.00
4	2	17	211		$266,248.00
4	3	3			$0.00
4	4	3	DMAC	211.11.6399.SC.891.24.0.00	$15,100.00
5	4	10			$0.00
5	4	24	Check vision on older studnets using a more accurate instrument	6399	$7,800.00
5	6	1	Training	211.31.6411	$0.00
5	9	11			$4,369.33
6	2	3	Supplies and Materials		$1,440.00
6	2	3	Fixed Assets		$5,000.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	2	6	Supplies and Materials		$1,440.00
6	2	6	Consultants		$10,000.00
6	2	6	Misc Operating Expenses		$4,000.00
6	2	7	Supplies and Materials		$1,440.00
6	2	8	Supplies and Materials		$1,340.00
6	2	9	Attend Conferences		$2,000.00
6	2	10	Attend Conferences	6411 Travel Employee & 6419 Travel Subs-Non-Employee	$6,500.00
6	2	11	Conferences	6411 Travel Employee & 6419 Travel Subs-Non-Employee	$2,000.00
6	2	11	Supplies and Materials		$1,340.00
6	2	12	Operating Leases		$3,000.00
6	2	16			$6,000.00
6	2	17	211.61.6399.		$24,000.00
6	2	19		6299 and 6399	$13,000.00
				Sub-Total	$2,880,586.33
				Budgeted Fund Source Amount	$9,741,123.00
				+/- Difference	$6,860,536.67

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	3	3			$0.00
5	9	11			$4,825.00
5	14	5			$0.00
5	14	7			$0.00
5	14	8		6119	$78,962.00
5	14	8		6129	$351,296.00
5	14	9			$0.00
5	14	11		6239	$2,050.00
5	14	11	Brainchild Mechanics	6300 AIIMS	$4,368.00
5	14	11	Tutors	6100 AIIMS	$50,688.00

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	14	11	212.11.6125	6119	$226,010.00
5	14	12		6499	$4,200.00
5	14	13		6399	$64,700.00
5	14	14		6494	$13,500.00
5	14	16			$0.00
5	14	17			$0.00
5	14	18			$0.00
5	14	20		6269	$10,000.00
5	14	20		6399	$44,300.00
5	14	21		6411	$15,200.00
5	14	22		6298	$500.00
5	14	23		6119	$488,902.00
5	14	23		6399	$23,200.00
5	14	23		6412	$19,300.00
5	14	24	MUSE and Project SMART	6223	$39,620.00
5	14	26		6499	$4,200.00
6	4	2		6419	$3,000.00
6	4	2		6291	$2,000.00
				Sub-Total	$1,450,821.00
				Budgeted Fund Source Amount	$1,456,032.00
				+/- Difference	$5,211.00

IDEA (224)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	5	Language Live, Rewards, Rave-O		$15,000.00
2	3	6	Kurzweil		$20,380.00
3	5	3	transportation		$2,000.00
3	5	4	transition fair		$4,000.00
3	5	5	transportation		$2,000.00
5	15	5	Language Live, Rewards, Rave-O		$15,000.00
5	15	6	Kurzweil, Eduphoria		$20,380.00

IDEA (224)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$78,760.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$78,760.00

Perkins (244)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	12		255.21.6411.00.817.24.0.00	$3,000.00
1	2	5			$23,000.00
4	2	6		32,495.03	$0.00
4	2	7		255.21.6411.00.915.24.0.SD	$300.00
4	2	14		255.13.6239.00.915.24.0.00	$3,200.00
4	3	10			$4,800.00
				Sub-Total	$34,300.00
				Budgeted Fund Source Amount	$862,438.00
				+/- Difference	$828,138.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$10,800.00
1	2	2			$2,000.00
1	2	3			$0.00
1	2	4			$8,000.00
1	2	5			$9,000.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8			$0.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	10			$0.00
2	4	1			$10,000.00
2	4	2			$0.00
2	4	4			$0.00
2	4	6			$14,999.00
2	4	7			$45,000.00
3	6	1			$10,800.00
3	6	2			$0.00
3	6	3			$0.00
3	6	4			$0.00
5	9	11			$704.00
5	13	1			$10,800.00
5	13	2			$2,000.00
5	13	4			$0.00
5	13	5			$0.00
5	13	6			$31,201.00
5	13	7			$0.00
5	13	8			$0.00
5	13	10			$0.00
5	13	14			$1,500.00
5	13	15			$0.00
5	13	16			$0.00
5	13	18			$0.00
6	3	1			$0.00
6	3	2			$9,000.00
6	3	4		61	$1,450.00
				Sub-Total	$167,254.00
				Budgeted Fund Source Amount	$689,223.00
				+/- Difference	$521,969.00

Gear Up (274)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Student Activity 865					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Coke Activity Account 899					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Faculty Account 897					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Aetna/Check Plus Grant (480)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Library Account (898)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
2	6	2	Funding resources are needed for extra pay and instructional resources.		$0.00
3	1	1		289	$66,000.00
4	2	3	Training/Workshops	289.31.6411	$15,000.00
5	2	6	289.52.6395	289	$23,500.00
5	2	7			$2,500.00
5	6	1	Training	289.31.6411	$0.00
5	6	1	Region I Training	289.31.6239	$0.00
5	8	6	289.11.6399.00	289.11.6399	$6,000.00
5	10	7	Equipment		$42,491.80
5	10	7	Professional		$19,845.00
5	10	8			$19,927.80
5	16	1	18-19 First Robotics		$20,582.00
5	16	1	18-19 DISD STEM Camp		$32,030.00
5	16	1	18-19 Outdoor Learning Habitats		$5,850.18
5	16	1	18-19 Coding Camps (K-2, Girls)		$13,602.00
5	16	1	18-19 Field Lessons (3-5, Aquatic Science)		$22,080.80
5	16	1	K-5 Curriculum Writing for VPA courses		$3,800.00
5	17	1		289.52.6399	$70,000.00
5	17	2		289.52.6399	$0.00
5	17	3			$98,459.10
5	21	2	Capturing Kids Hearts		$0.00
				Sub-Total	$461,668.68
				Budgeted Fund Source Amount	$716,299.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$254,630.32

Fine Arts (182)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

TTIPS Grant (276)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Project Lead The Way (489)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

225 Idea B					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,062.00
				+/- Difference	$5,062.00

Tuberculin 899					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00

Tuberculin 899					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

School Improvement Grant (211.SI)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

School Safety Grant 429					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$107,000.00
				+/- Difference	$107,000.00

Instructional Continuity Grant 276					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$35,000.00
				+/- Difference	$35,000.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$9,000.00
				+/- Difference	$9,000.00

ESSER I (266)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	14	20		6399	$7,660.00
				Sub-Total	$7,660.00
				Budgeted Fund Source Amount	$0.00

ESSER I (266)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	-$7,660.00

Title II (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6		255.13.6329.00.817.24.0.00	$1,000.00
3	7	2	Materials/books for prof. development		$3,000.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	-$3,000.00

Athletic Fund (181)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	10	7	Para Professional		$11,500.00
				Sub-Total	$11,500.00
				Budgeted Fund Source Amount	$11,500.00
				+/- Difference	$0.00
				Grand Total Budgeted	$95,028,747.00
				Grand Total Spent	$31,825,206.72
				+/- Difference	$63,203,540.28

Addendums

Donna Independent School District
2018-2019
Translation Procedure

Purpose:

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

Types of Translation Available:

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

Data Used to Determine Translation Needs:

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

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

Documents/Information to be Translated:

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

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

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

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

Monitoring:

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

Priority for Service (PFS) Action Plan
for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	• Who have made a qualifying move within the previous 1-year period; AND • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	• Who have made a qualifying move within the previous 1-year period; AND • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; or • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: *This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.*

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Donna	**Priority for Service (PFS) Action Plan**	Filled Out By: Velma Rangel
Region: I	**School Year: 2021 - 2022**	Date: 08/05/2021

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

Goal(s):	**Objective(s):**
To better serve Migrant Priority for Services students by providing instructional and support services that will ensure student success.	**100% of PFS students will have access to instructional and support services.** **PFS students will increase the Meets passing rate by 5% in the State Academic Achievement Standards (STAAR) in Reading and Math.**

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	Monthly	• MSC • NGS Clerk	• PFS Monthly Report
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Monthly	• MSC	• PFS Action Plan
Additional Activities			
Data from benchmark testing as well as Imagine Learning reports will be reviewed for PFS students. ▪ Reading will be the focus for PFS students in grades K-2 ▪ STAAR testing for Reading and Math and course completion will be the focus for PFS students in grades 3-12.	Monthly	• MSC • Migrant Strategist • Migrant Family Services Coordinator	• Contact Report • PFS Student Progress Review Form

		• Migrant Community Liaison • Curriculum Specialist	• PFS Student Action Plan
PFS Implementation Process will be secured	Twice a year	• PFS Contact	• Progress Review Form
Required Strategies	**Timeline**	**Person(s) Responsible**	**Documentation**
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria	Yearly	• Migrant Strategist • Migrant Family Services Coordinator • Migrant Community Liaison	• Sign-In sheet for campus training • Email
▪ During the academic calendar, will provide campus principals and appropriate campus staff updated NGS Priority for Service reports.	Monthly	• Migrant Strategist • Migrant Community Liaison • MSC	• PFS Monthly Distribution Log • Email
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	Sept - June	• MSC • Migrant Strategist • Migrant Family Services Coordinator • Migrant Community Liaison	• Parent Contact Log • PAC Meeting Agenda • Sign-In Sheet
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized phone, school, home and /or community visits to update parents on the academic progress of their children.	Sept - June	• Migrant Strategist • Migrant Family Services Coordinator • Migrant Community Liaison	• Parent Phone Contact Log • Homevisit/Parent Contact Log • PFS Student Progress Review • TEAMS report

Additional Activities			
▪ During the fall semester of the academic calendar the district's Title-1 C Migrant Coordinator/MEP staff will provide training to Elementary Curriculum Specialists on procedures to complete the PFS Progress Review Report.	Oct 2021	• Migrant Strategist • Migrant Family Services Coordinator • Migrant Community Liaison	• Sign-In sheet/log • Agenda
▪ District websites, Marquees, Social Media will be utilized as communication tools.	Ongoing	• MEP Staff	• Email • Public notice
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Sept - June	• MSC • Migrant Strategist • Principal/designee	• Migrant Lab MEO Student Sign-In for grades 6-12 • Student Supplemental Service Sign-In sheet
▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Sept - June	• MSC • Migrant Strategist • Principal/designee • Migrant Lab Teacher	• Migrant Lab MEO Student Sign-In for grades 6-12 • Student Sign-In sheet • Referrals to Social Services/Agencies
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Sept - June	• MSC • MEP Staff	• List of federal, state and local funded programs serving PFS students. • Master List of Services
Additional Activities			

	8/5/2021		
LEA Signature	**Date Completed**	**ESC Signature**	**Date Received**

Donna Independent School District

Donna High School

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

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

Core Beliefs

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

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

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

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

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

FOCUS QUESTIONS

1. What do enrollment numbers indicate?

- The total enrollment number for 2019-2020 is 2,094 students' vs 2046 in the year 2017-2018. Out of those, 1,892 are classified as economically disadvantaged (90%), 699 are classified as ELL (33%), and 1,490 are classified as at risk (71%).
- Total attendance for the campus for the year 2017-2018 stood at 90.9%. For special populations, SPED was at 87.5% attendance, economically disadvantaged was at 90.7%, and ELL stood at 89.5%.
- Graduation data is available for the year 2018 as follows. The 4-year graduation rate for the campus was 91.8%. SPED graduation rates fell below the average at 83.3%, economically disadvantaged was 90.8%, and ELL was at 84.3%. Graduation percentages decrease as we begin to look at 5-year and 6-year graduation plans.
- The student-to-teacher ratio when divided equally, is 14.6: 1. The national average is 16:1. This is not counting administrators, inclusion teachers, counselors among other positions.
- Enrollment numbers indicate growth is consistent. Current enrollment, based on the latest TEA Texas Academic Performance Report (TAPR), is 2,046 with 90.3% labeled economically disadvantaged, 29.6% ELL, and 73.5% At-Risk. They are crucial for staffing, budgeting, and classroom allocation for future needs and to plan accordingly.

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

Am. Indian/Alaskan: 0%

Hispanic: 99.5%

White: 0.2%

Asian: 0.0%

African American: 0.2%

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

- Enrollment has slightly increased every academic year by a few students. In the year 2017-2018, enrollment count was 2044; enrollment for the year 2018-2019 was 2046, and enrollment count for the year 2019-2020 was 2094. Since enrollment numbers have been consistent, the reason for the slight increase is unknown.
- STAAR EOC scores increased from the school years 2017-2018 to 2018-2019 in all three classifications (approaches, meets, and masters) across all three subject areas (math, reading, and science).

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

- Student enrollment over the past three years has increased and with it, the numbers in each program as well.

- Based on 2019-2020 here is the breakdown by program:

Special Education counts 223 students.

Career and Technology CTE: 1811 students.

Gifted and Talented: 267 students

English Language Learners: 699 students

Migrant: 153 students

Immigrant: 22 students

Economically Disadvantaged: 1892 students

Title 1: 2094 students (all students)

ESL: 622 students

At Risk:1490 students

Special Education: 223 students

Total Homeless:48 students

Total Dyslexic:12 students

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

- Even though there has been an increase in students and programs, our EOC data has fluctuated in some areas. Longitudinal EOC data reflect an overall increase in students' performance. EOC scores for students in the Special Education setting have slightly increased in approaches, meets, and masters for English I and English II. There was a slight increase in approaches for Algebra I but a decrease in meets and stayed the same for masters. Biology in 2017-2018 was at 44%, it increased in 2018-2019 up to 54%, but later decreased in 2019-2020 to 51% for approaches and meets but gained a 1% increase in masters. US History, on the other hand, went up on approaches, down on meets, and stayed the same for masters.
- Students in the ELL program demonstrated an increase in approaches, meets, and masters for English I, English II, Algebra I, and US History. Students in Biology increased in meets and masters over the three years but decreased in approaches.

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

- There are set criteria for students to exit any of the special programs. For instance, in Special Education, a student must have met all EOC's standards and be passing their classes independently. If they do, then we have an ARD meeting where we indicate there is no educational need, review all data and make a decision. Similarly, some students will exit the 504 programs when they have mastered the EOC Assessments required for graduation and have been successful in the classroom.
- For students in LEP status, 9th-12th, they must receive TELPAS Advanced High in each domain of Listening, Speaking, Reading, and writing plus receive a teacher evaluation from their current English teachers. Plus 9th-grade students must also pass their English I EOC, 10th graders must pass their English II EOC, and 11th/12th graders must pass the IOWA Form F in Reading/Language with a 10th percentile or above.

- The trend has been that students are not exited from the program unless they meet the exit criteria, graduate, or drop out. Over the past few years, we have realized students exit special programs for various reasons such as change of endorsement, career/personal interests evolve, pass/fail EOC Assessments/TELPAS, or other diagnostic indicators that determine admission/exit from special programs.
- Overall, the number of students in the special programs appears to be increasing which is consistent with the EOC numbers.

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

- Based on current data and academic assessments and grades, 67.48% of our student population at Donna High School is classified as At-Risk. Over the past three years, our percentages have been decreasing.

2020-2021: 1378 students 67.48%

2019-2020: 1490 students 71.16%

2018-2019: 1503 students 73.46%

- For a student to be categorized as AT RISK, they must meet one of the 14 indicators. The 14th indicator was recently added.
- AT-RISK-INDICATOR-CODE indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction). Please note that a student with a disability may be considered to be at-risk of dropping out of school if the student meets one or more of the statutory criteria for being in an at-risk situation that is not considered to be part of the student's disability. A student with a disability is not automatically coded as being in an at-risk situation. Districts should use the student's individualized education program (IEP) and other appropriate information to make the determination.
- A student at-risk of dropping out of school includes each student who is under 21 years of age and who:
    - is in grade 7,8,9,10,11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
    - was not advanced from one grade level to the next for one or more school years;
    - did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
    - is pregnant or is a parent;
    - has been placed in an alternative education program following TEC §37.006 during the preceding or current school year;
    - Has been expelled following TEC §37.007 during the preceding or current school year;
    - is currently on parole, probation, deferred prosecution, or another conditional release;
    - was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
    - is a student of limited English proficiency, as defined by TEC §29.052;
    - is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
    - is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments; or
    - resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
    - Low-income students along with minorities.
- At-Risk Code 14: Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code.

8. Who are our Migrant students?

- A migrant student is a child between 3 and 21 years of age who is, or whose parents, spouse, or guardian is, a migratory agricultural worker, who, in the preceding 36 months, has moved from one district to another to obtain or to accompany such parent, spouse or guardian for temporary or seasonal employment.

- Migrant enrollment at Donna High School during the 2019-2020 school year was **332** students, which is **14.5%** of the student population.

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

2017-18	2018-19	2019-20
Total Enrollment: 2044	Total Enrollment: 2046	Total Enrollment: 2094
Mobility Percent: 17.0%	Mobility Percent: 15.1%	Mobility Percent: 14.5%
Students- 347	Students- 308	Students- 304

- Based on the TAPR and PEIMS snapshot submissions, mobility rate is determined by dividing mobility rates by total enrollments. Over the past three years, our mobility rate has slightly decreased. However, this has not affected testing areas since we have overall increased in EOC approaches standards.

MIGRANT 2018-2019

Students- 202

Moved- 94

Mobility- 47%

- Mobility rates are higher for Migrant students. Hispanics take almost 98% of the migrant population. Migrating affects students learning, their school year gets interrupted when they leave or when they arrive from other places. They fall behind on credits, then spend time during the school year to catch up on credits, all while still attending a full schedule. This in turn has affected their EOC results as well.

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

- Some of the students that attend the campus are from the neighboring cities that fall into our district due to the district lines. However, the majority of our students come from low-income areas that surround the campus, mostly from the south side of the town.
- Other students come from neighboring school districts, zoned rural subdivisions, colonias, and within city limits. Migrant students live outside the city limits that include subdivisions either near or on the poverty line.

11. What are the staff demographics?

- The most current information for teacher demographics was from the TAPR report 2018-2019. Current data indicates we have the following percentages:

African American: 0.06%

Hispanic: 94.1%

White: 3.3%

Asian: 2%

- Over the past three years, there has been a slight increase in the number of Hispanic teachers as well as white teachers that work for the campus.

African American: 2017-2018: 0.7%

2018-2019: 0.6%

Hispanic: 2017-2018: 94.6%

2018-2019: 94.1%

White: 2017-2018: 2.7%

2018-2019: 3.3%

American Indian: 2017-2018: 2.0%

2018-2019: 0.0%

Asian 2017-2018: 0.0%

2018-2019: 2.0%

Males: 2017-2018: 49.7%

2018-2019: 51.4%

Female: 2017-2018: 50.3%

2018-2019: 48.6%

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

- According to the latest TAPR, the student/teacher ratio is 13.4 to 1 - the same as last school year and lower than previous years. This lower ratio has helped teachers be able to prepare and deliver more tailored learning experiences and students are less likely to become distracted in a smaller classroom setting. Students have generally struggled in English STAAR EOC assessments and Advanced Placement Exams.

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

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

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

- Teachers are "highly qualified", which means having a bachelor's degree and a certificate in their specific teaching field. Many teachers have obtained a master's degree, which increased from 16.8% to 19.3%, and some have a doctorate. Teachers have been evaluated and meet evaluation requirements to have their contracts renewed. All teachers are highly qualified in their content area; however, some are pending program certification.
- Teacher quality is being reflected in the slight increase in student assessment results.

Demographics Strengths

1. Communication between special population departments to help each other track student progress and improve services all around.
2. Strong administrative support
3. High percentage of Hispanic students enrolled in advanced courses (Dual/Concurrent Enrollment/ AP Courses)
4. High level of student participation in special programs
5. Significant increase in academic success for students enrolled in special programs
6. Licensed Professional Counselor assigned to campus for support
7. Teachers provide modified work for special populations.
8. TSTEM Academy
9. Expansion of AP/CC Curriculum
10. Students partake in Advanced/AP/CC/UT OnRamps courses
11. Truancy Officer on campus
12. TSI Prep Classes

Problem Statements Identifying Demographics Needs

Problem Statement 1: Algebra 1, Biology, and US History EOC scores need improvement.

Problem Statement 2: Low TSI participation.

Problem Statement 3: High retention rates for teachers and students.

Student Learning

Student Learning Summary

FOCUS QUESTIONS

1. How is the student achievement data disaggregated?

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

We are utilizing the Eduphoria/ AWARE system which gives instant results and information regarding an assessment. This program provides feedback regarding student mastery (or non-mastery) of specific objectives and concepts. Bundle & Benchmark data is utilized and disaggregated in AWARE and by each department. Results are disaggregated by TEKS, bundle assessments, and EOC scores. Student achievement data is also disaggregated via principal presentations, Instructional Action Plans, and Student Self Reports. Student data is separated by demographics and accommodations. This data is collected through bundle scores, TELPAS scores, state data, and content area scores" (DHS Campus Improvement Plan, 2020).

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

- From one source to another the data seems to suggest that STAAR is a good indicator of how they are doing on EOC and other data sources. Most demographic groups scored below the state level (24%) at Master Grade Level in 2019 (DISD Campus Improvement Plan, 2020). "Benchmark results, bundle exams, and STAAR EOC results are showing an increase as the year progresses. Aware offers accurate data every Six Weeks and is at the teacher's disposal daily. The Principal's presentations are in-depth, and instructional action plans are detailed. The data varies in the content subject area, and in the standards that are set for student achievement." (DHS Campus Improvement Plan, 2020)

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

- Data indicates the progress of students from socioeconomic status, LEP, Special Populations, and At-Risk.
- This indicates that the district is analyzing different student needs, and is making a positive effort to help the different types of students succeed.

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

- Some students have shown growth during this virtual learning year. Some students who are tedious with routines are performing better than other students. However, the growth is limited. The main concern we have for limited to no growth in attendance in the classroom. Also, having students participate regularly in class and or turning in classwork.
- The skill levels in CT courses are limited due to most classes needing to be hands-on.

"We are maintaining growth concerning the general population. LEP scores are increasing in English and US History. The graduation rate is showing growth due to changes

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

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

- All student populations are making progress because instructors are utilizing data desegregation and accountability. Many programs, like the Ambassadors, target students at the 9th-grade level, which serves as a mentorship program. Diverse Learners, LEP students, and At-Risk students are all making progress, even if at times minimal. Accommodations are utilized to assist students.
- Campus implemented programs for credit recovery such as FAST PASS help students recover grades and give them the motivation to continue working in class.
- Our low socioeconomic status students are making progress because of the technological and academic opportunities provided through Donna ISD.

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

- Intervention strategies and various programs have promoted student achievement and progress can be seen. The Edgenuity credit recovery program is helping students, in particular migrant students and failing seniors. Students attending weekly subject tutorials which were scheduled during Monday-English, Tuesday-Math, etc.) are receiving the assistance necessary to make gains both as course credit and STAAR scores. The mainstreaming of Diverse Learners and RTI have a positive impact on dedicated special education/504/RTI students, but low reading levels remain. There is an overall positive impact on all student groups. The "Be the Change Program", Ambassadors, NHS tutorials, and after-school tutorials improve grades and attendance. The intervention programs that are benefiting our Special Education population are inclusion, Kagan, and heterogeneous groups. It provides a more one-to-one structure as well as allows for peer tutoring.
- The inclusive intervention has a positive impact on student achievement for Special Education populations.
- The DHS CIP provides 10 comprehensive research-based support strategies to target goals. One of these offers summer and year-round English Language Development Academy (ELDA) for ESL/LEP students to target deficiencies in Reading & Writing, and provides funds for ELDA tutors to offer students extra academic support in these areas. It also includes the Students with Ideal Mentors (SWIM) Program and consultant services for ELs. These same programs could also be offered to our At-Risk students to get ahead or make up for lost classes due to attendance or deficiencies. Increased funding for these initiatives would help them serve more students.

7. What does the longitudinal student achievement data indicate?

- Data indicates progress is ongoing, and there is positive growth towards campus goals.
- Benchmark data shows that students are mastering the TEKS being tested and the passing scores are increasing yearly. Students with good support systems do well as compared with students without.:
    - There was a decrease in English I from 61% to 59%;
    - an increase in English II from 63% to 66%;
    - Algebra increased from 72% to 84%,
    - Biology increased from 77% to 85%, and
    - US History slightly increased from 92% to 93%.
    - Students who did not previously pass the STAAR test have passed the STAAR this year as a result of Math 9, Math 10, Math 11 classes.
    - CTE provides opportunities for all students that are looking to receive certifications before high school graduation. To complete their certification, students must start taking courses for their certification completion in 10th grade (DHS Campus Improvement Plan, 2020)

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

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

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

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

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

- Students at Donna High School are making annual progress.
- Data that is collected throughout the years shows how student scores are progressing across multiple demographics. There is not a single group of students at a disadvantage due to the opportunities provided by the district.
- Students with good attendance and minimal behavioral problems have shown annual progress. Students who are self-motivated and seek additional help have shown growth. Students in advanced courses, such as CC, AP, Pre-AP, and TSTEM are motivated to excel.
- CTE courses also provide opportunities for students to earn a certification in their field of choice.

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

- During the DISD Academic Days, a select few update the curriculum guides and the instructional and assessment materials. The content of the curriculum itself and our workbooks are evidence that the curriculum is clearly linked to the TEKS and student learning standards. Teachers must follow the timeline provided for each course, are expected to use Forethought when lesson planning, and AWARE to analyze data tested every six weeks.
- Results from state exams, benchmarks, bundle assessments, and online curriculum pacing, all of which are aligned to STAAR Results.
- Six Weeks Exams, Benchmark, Bundle Tests
- The breakdown of the TEKS on the curriculum.
- Textbooks are also aligned to the TEKS.

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

- Data is used to determine strengths and weaknesses in the curriculum and delivery of instruction. Teachers use data to adjust curriculum, and instruction based on bundle exam results ("mini-benchmark" results). Daily student performance data is also used in the re-teaching of the curriculum where teachers employ different learning strategies.
- Data is used to determine which TEKS need to be spiraled in and used to form tutorial groups; teacher instructional action plans are also based on disaggregated data.
- Instructional Planning Days are scheduled after each six weeks period to ensure data is analyzed and weak TEKS are targeted so that teachers can modify instruction accordingly.
- Teachers dissect individual and overall group data to determine areas of need and determine a course of action to address areas of concern and provide different levels of rigor to challenge all learners

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

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

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

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

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

- Instructional strategies and activities are aligned with students' learning needs and expected outcomes according to EOC results. According to the students' mastery (or non-mastery) of state assessments, they may be placed in trailer courses to better suit their academic needs. When students do not Approach Grade Level, they are enrolled in a remedial class. When students score Master Grade Level, they are enrolled in a Pre-AP or AP class. A student scoring lower than a 3775, for example, will be scheduled in an EOC trailer class; between a 3775 and 4831 will be scheduled in a regular class, and higher than a 4831 will be scheduled in an Advanced class. (As the program is Open Enrollment, students can still opt to enroll in an Advanced Class without meeting set scores.) All teachers are required to implement the recommended modifications for students in the special populations. The impact this has played on this specific student group is improved scores. Diverse Learners may also have an inclusion teacher present in the class for additional assistance. Also, Texas High School Completion courses are offered to seniors who have not yet passed the EOC exams required for graduation.
- Experiential learning, independent study, direct, interactive, and indirect instruction are aligned with the 5E model to meet student learning needs. To target different populations, we use Kagan, SIOP, TIER interventions, ELPS, RTI, and 504 Learning difference instruction, ExCELL.
- As a district, each teacher uses Eduphoria to align TEKS with instructional strategies to provide support to our diverse learners. English Language Learners, for example, are monitored on AWARE and show that exposure to science content is supported with cooperative learning, verbal/visual word associations, capsule vocabulary, foldable, and peer-tutoring have higher percentages on expected outcomes that were met.
- Different methodologies and research-based instructional strategies are implemented.
- District-created bundles and curricula are implemented.
- Teachers use formal, informal, and summative assessments to guide instruction. Expected outcomes of achievement are varied within each classroom.
- High-interest reading selections and instructional videos that appeal to the students and their outcome needs are utilized.
- Scaffolding, differentiation, and sheltered instruction are enforced.
- Because the curriculum is being evaluated every 6 weeks and it is the same curriculum for both Donna High School and Donna North High School they are very well aligned.
- Students may use breakout rooms to further their learning and class discussions
- Online platforms for assessments: Quizizz / Kahoot
- Resilient Best School Practices

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

A general improvement in EOC scores shows that the implementation of the ELDA program, the built-in STAAR Academies, and the after-school tutorial program together have had a positive impact on our students who need additional assistance beyond the primary classroom instruction. We do, however, have a long way to go with

improvement. Typically, our ELLs and Diverse Learners need this extra instruction. We have also seen our migrant education department assist with the success of migrant students who need extra attention as the need of the family to move frequently interrupts classroom instruction. Also of much help is the small group instruction, Kagan strategies, and cooperative learning manipulatives. Students in need of additional assistance are required to attend mandatory after-school tutorials. These students are monitored closely to ensure that data reflects improvement.

- Other interventions that have shown positive impacts on student achievement include RTI, inclusion, Sheltered Instruction, SWIM program, tutorials, and small group testing.
- Utilized FAST PASS and ONLINE INTERVENTIONS SUCH AS CONTENT SUPPORT to assist struggling students

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

- Our teachers' goals are to provide students with a positive learning climate in which the student is motivated to engage in the lesson, obtain higher-order thinking skills, and grow in problem-solving and critical thinking. Our lessons are geared at the specific needs of students and when the design and delivery of the lessons are aimed at their needs, students will grow not just academically, but also socially, professionally, and emotionally. Kagan structures have been included in lesson plans, promoting classroom management, a positive learning climate, and higher-order thinking skills.
- With the increased use of a laboratory setting, Kagan structures, the 5E model, and Project-based learning, a positive learning environment allows students to interact with expectations and keep them engaged in student-centered activities. This process allows students to develop higher-order thinking skills that may be applied to real-world scenarios where critical thinking and problem-solving take place.
- Hands-on activities such as laboratory experiments and the use of cooperative learning create a positive learning environment and allow for students to be engaged in student-centered activities.
- High-level readings/ activities addressed each area of need.
- Benchmarks, Bundle Tests, Data Comparison identify and target these needs.
- Students can investigate and discover instead of the teacher being the only source of information. It is adapted to each student's individual needs.
- Asynchronous/Online instruction helps increase student participation for students who are less likely to participate in person.
- Students can search for answers and utilize online resources to complete their assignments.

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

- Yes, there is diagnostic evidence that assessments made in collaboration with curriculum directors, deans, and administration are developed to be aligned with clearly specified and appropriate achievement expectations. They are developed and closely linked to previously released exams and STAAR Released items and information booklets from the Texas Education Agency. For instance, students' scores determine their placement in EOC trailer classes, regular classes, or advanced core classes. Also, Texas High School Completion courses are offered to seniors who have not yet passed the EOC graduation requirements.
- Assignments, quizzes, bundle tests are aligned with specific expectations of district and state standards. They are developed with alignment to TEKS by district curriculum writers and specialists and through data meetings.
- Assessments are administered to students every six weeks as a bundle exam. The bundle exam provides data-driven results that measure each objective taught. In addition, students are given benchmarks, six weeks exams, semester exams, and EOCs.
- Although the curriculum is strategically created, at times, the achievement expectations can be difficult to realize because there is not enough time allotted for mastery of each skill.

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

- Bundle assessments are district-made and double-checked by faculty/staff within the district. Teachers follow district standards that comply with state and local policies designed to keep fair and equitable learning. Students comply with assessments. Directors and strategists monitor what is being used for the curriculum and student performance.
- Through online learning use a lockdown browser for assessments.
- The majority of students perceive online assessments as challenging, but crucial to their learning to succeed in their own education.

20. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

- By ensuring that core teachers follow and cover the required TEKS, student assessment scores have improved. The AWARE program allows teachers to obtain up-to-date information about student performance. Teachers also obtain specific information about population groups such as ELLs and Diverse Learners and their performance in specific TEKS.
- Student performance is tracked throughout the year during every bundle test. The principal and deans monitor the results after every test. Teachers spiral what was not mastered from the previous bundles, into the new curriculum.
- Although standardized testing currently provides us with useful data, changes need to be made to ensure that students are tested in different ways other than only multiple-choice exams.
- We receive immediate feedback via quizzes/assignments. However, this info is limited to only the students that consistently log in and participate. We need a separate method/system to make check standards for students we do not regularly interact with.
- We follow curriculum guidelines and transposing all physical assignments to digital.

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

- WIFI TOWERS
- Internet Hotspots for Students' use.
- ONE Chromebook PER STUDENT w/ needed software
- 1-to-1 device for students.
- TEACHER LAPTOPS
- IPads/Tablets
- XP-Pen / equivalent writing Tablets
- Course Specific Software that shows/guides students with Teacher
- Smart Music Software
- Finale Music Creation
- Audacity
- SolidWorks
- Tinker CAD
- More per subject.

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

(*School Process & Demographics)

- Tech. Proficiency for Staff
  - The majority of Staff is computer literate
  - Google Classroom under our belts
  - Quizizz, Edpuzzle, Kahoot, etc. currently in use for regular student interaction.
  - Schoology with mixed results
  - Tech. Proficiency for Student
    - Same as Staff
    - Required Training / Training wanted:
      - How-to Training:
      - Order Material
      - Travel
      - Conference

- put together documents for every regular school
- present a virtual class
- implement and use mitigation plans
- transfer grades quickly from other platforms to TEAMS
- TEAMS: Attendance, Grades, Grade Change, how to view student transcript (core/counselors)/Data

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

- Limited knowledge/experience using technology.
- Not having clear examples of the technology.
- Network bandwidth speed and consistency.
- Lack of troubleshooting experience.

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

- Intro to Google Classroom
    - Effective
    - Eduphoria
        - Effective
        - Analysis of student data
            - Mixed Effectiveness
            - SuccessEd/ Updating RTI
                - Effective in helping teachers plan for upcoming lessons and promote student success.
                - FlipGrid
                    - Effective in helping student interaction and Student Success!
                    - SmartMusic
                        - Effective in student Interaction - Fine Arts – Music
                        - Schoology
                            - Needs Improvement / Functionality

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

- All Core is using digital classes for daily interactions.
    - Though it allows us the ability to give classes, there is an increasing disconnect by the students to be invested in classes due to many external factors in each home. This is the case with the majority of students.
    - Most electives are using digital classes for daily interactions.
        - Though it allows us the ability to give classes, there is an increasing disconnect by the students to be invested in classes due to many external factors in each home. This is the case with the majority of students.
        - In-Person Technology, Use of PowerPoints for lesson delivery.
            - Use of the Internet to lesson plan and take attendance. The effect is great and positive, but only for those classes regularly using technology.

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

The network does not fully support all its users adequately; its use is limited. The design of the DISD network makes communication easier with teachers, administrators, and parents. At times, the infrastructure causes the system to slow down. If there are network/internet issues, they are usually resolved quickly. Fast internet also allows teachers to

search videos for their lessons and provide student engagement. Poor design network and connectivity to certain parts of the school. Users have poor signal and pages and websites sometimes take a while to load. It keeps students on task and is student-centered. The infrastructure causes the system to slow down. More monitoring tools need to be provided to teachers to assist. The current network still needs improvement.

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

- Everything is kept digitally in Eduphoria and is an effective record-keeping system. However, it is clunky and could be better streamlined so that teachers can take attendance, grade, and lesson-plan quickly and easily in a single place.
- Technology needs to be more user-friendly so teachers/curriculum/assessments can be more effective.
- Curriculum and Technology need to be updated from the model of "solely in-person instruction" to give guidance and assistance to the current state of affairs of "mainly virtual" and be adaptable to a hybrid model. Make these changes sooner/proactively to best prepare all professionals during PD time again yearly.

Student Learning Strengths

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

2. Interventions for students with needs

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

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

5. District Curriculum is strong in some areas

6. Collaboration/team planning, PLCs

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

8. AP Exam participation

9. ACT Testing Participation

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

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

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

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

14. Technology is increasingly being used in the classrooms.

15. Direct connectivity to the internet

16. Teachers have laptops and desktops

17. Graphing calculators, IPads, whiteboards, and projectors are available for everyone.

18. DISD Technology Conference/Symposium

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

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

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

22. District provides upgrades to technology as needed.

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

24. WIFI/HotSpots are being provided

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A significant decrease in EOC scores in Algebra 1, Biology, and US History.

Problem Statement 2: Lack of student engagement in online learning platforms.

Problem Statement 3: Decreased student attendance rate.

Problem Statement 4: High student failure rate.

Problem Statement 5: Some teachers are in need of classroom/office printers, more software programs, and technology equipment for gym use.

Problem Statement 6: Insufficient technical assistance when issues arise during instructional time.

School Processes & Programs

School Processes & Programs Summary

FOCUS QUESTIONS

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

- Through the Eduphoria program, teachers can view the results and comments from any walkthrough or observation that an administrator has conducted. Each year, teachers are to meet with their respective supervisors who oversee each department for a summative meeting to discuss evaluations. When performance issues need to be addressed, administrators meet with teachers to discuss the issues. During core-area common planning (PLC), administrators have an opportunity to address teacher performance with a larger group.

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

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

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

- According to data, 13.1% of teachers were veteran teachers with over 20 years of experience, 28.4% have 11-20 years of experience, and 19.8% have 6-10 years of experience, and 33.5% are first to fifth-year teachers. Most teachers stay on staff at Donna High School for over 5 years.
- Attendance incentives have kept staff attendance at a high rate.

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

- Administrators and strategists conduct walkthroughs and observations to determine which staff will most likely meet the needs of these students.
- Evaluations, qualifications, student assessment data, and policy compliance are also considered in this process.
- Additionally, training is provided to meet the academic needs of students and engagement.

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

- Each teacher who is new to the profession receives a mentor to help through the process of assimilation into Donna High School. These new teachers can use their mentor-teachers as valuable resources throughout their first year in the profession.
- New teachers are also placed into a new teacher academy where a campus administrator assists them in the development of their first year.

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

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

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

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

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

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

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

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

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

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

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

- **CTE Advisory Committee.** Members include business community members, school district personnel representing different subject areas, a parent, a student, and other community partners, including STC and Workforce Solutions. Committee meets twice a year (Fall and Spring) to discuss and review CTE programs and give expert advice and opinions to guide the development of programs that would prepare students to transition into postsecondary and 21st Century career opportunities for in-demand, high-skill, and high-wage jobs. More CTE programs have been added in recent years and growth is evident through a large number of student enrollment and Industry-based certifications that are earned by students. CTE is available for all students regardless of demographics.
- **Dual Credit Student/Parent Informational Meetings.** Meetings are held for both students and parents regarding dual credit programs, their requirements, and services provided by the IHE to help support student learning. Parents of students interested in the programs are involved. We have seen an increase in the number of students who participate in dual credit programs, either academic or CTE through STC or UT-OR.
  Parent Educator Meetings/Classes. Parents can attend sessions through the Parent and Family Learning Academy. Parents attend monthly meetings hosted by the Parental

Involvement Department to gain information and learn about resources to help their families and support their children.

- **Parent Volunteers.** Parents can volunteer through the Parental Involvement Department. Parent volunteers provide daycare for department meetings.
- **Family and Community Organizational Scholarship Awards/Leadership Activities.** Scholarship Opportunities provided by families and community members; ie. Quarterback Club, Band Boosters, Local Businesses/Organizations support the advancement of student learning. Organizations like the Rotary Club also sponsor leadership conferences for students; ie. RYLA (Rotary Youth Leadership Awards program) develops leadership training in problem-solving and decision-making. Students working towards possible scholarship opportunities and those who have leadership training usually maintain passing standards in school to participate in programs.
- **TSTEM Advisory Board.** Members include business community members and school district personnel.
- **Transition Fairs for Senior Students** - Community members, ie. Workforce Solutions provide information to students and parents about their services for continual student learning post-secondary.
- **Parent and Student Representation on CLPAC and DLPAC.**

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

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

13. What types of services are available to support families, community members, and students to encourage healthy family relationships?

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

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

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

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

- Some services available to our students include the Migrant Educational Program, AVID, ELDA program, athletic and band boosters, credit recovery programs such as Edgenuity, LUCHA, Diverse Learners club for our Special Education population, Telecommunications to parents, and Homebound teacher services.
- Diverse Learners have Teacher's Assistants and Inclusion Teachers in the classroom, ELDA program provides tutors for the ELL students, Migrant students have Migrant Strategists for support services, and MEO is offered to Migrant Students for instructional services. All programs provide reports on student progress, grades, and scores.
- Other available services include 504/Special Education (ARD Meetings) to support and assist Sped students. TELPAS writings are required to assist Limited English speakers, along with inclusion services to help provide a more meaningful learning environment.
- Other services/events include Autism Night, Special Olympics, Counseling, ARD meetings, RTI, after-school tutoring, SWIM Mentoring, College Success, and academic resources for students in such programs.

- Child Find: this program/organization goes out to parents' homes of students who have certain cognitive and/or developmental issues.
- Project HOPE: students who are failing, at-risk of not graduating, at risk of not being promoted to the next grade level, truancy issues get their parents to be contacted to help them succeed in school.
- The results include increased parental involvement, increased attendance, student achievement, increase student promotion rate to the next grade level, and increase the graduation rate.

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

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

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

- Comprehensive Needs Assessment is completed to identify the strengths and weaknesses of the organization. Areas of need are then considered in the Campus Improvement Plan for structuring the school budget in the upcoming year.
- The DLPAC (District-Level Planning and Advisory Committee) and the CLPAC (Campus-Level Planning and Advisory Committee) are in place to provide teachers and staff representation and input on the decision-making level of the district and campus. Throughout the district and each campus, various committees are formed to advise the various decision-making processes. The committees are intended to advise the decision-making process.
- DISD has provided training for the Diverse Learners Department throughout the school year such as CPI, BIP/FVA, Kurzweil for STAAR Online, Testing Accommodations, Lumens Refresher course. The school has provided training such as T-TESS, STAAR Alt 2, and STAAR Online training for every test administration.
- District and campus administrators show support through the attendance of regular meetings & training, sharing of data and tests, providing materials for classrooms such as textbooks and resources, as well as support with disciplinary issues.
- DISD and DHS support all organizations by scheduling adequate staff development training throughout the year. Teachers have time in the morning before classes start to plan by department, by subject, even by level. Also, at the beginning of every six weeks, teachers have an instructional planning day to revise the previous six weeks' data and plan for the following six weeks.
- Through Covid-19 Crisis, DISD and DHS supported each other to make sure our students had access to technology from home safely and efficiently.

18. What does the data reflect about classes, schedules, and student/staff teams?

- Donna High School students are assigned classes and schedules based on availability and graduation plans. Students are given thirty-two (32) credit opportunities through the block schedule system.
- DISD runs reports, analyzes all data, and creates schedules and classes to fit the needs of the students. Results from benchmarks and standardized testing/ assessments are also considered in scheduling the proper classes to meet the needs of each student.
- Students are assigned to classes according to their achievements and needs such as AP/Pre-AP classes, LEP, Special Education, Migrant, etc.)
- Attendance data is obtained daily. Implementation of incentives/reward programs for attendance has been shown to improve attendance in the past. Data has shown that more needs to be done to ensure students are in class.
- Students and teachers work as a single cohesive unit. Teachers implement TEKS into appropriate bundles and students try extremely hard to pass classes.
- Leadership, master schedule, duty rosters, school map/school environment

- Due to strategic planning and targeting instruction, the school has met state standards. Therefore, the scheduling is working.
- DHS has gathered information during the COVID -19 crisis as to what technology apps should be implemented in our distance learning. This gives us insight as to what changes should be made to better teach our students from their homes.

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

- Based on the data from various assessments, students are offered extra support, during their subjects' support classroom during Asynchronous time.
- Students are assigned to trailer courses where they did not meet the state assessment standard.
- Students were offered after-school tutorial academies and Saturday academies to prepare for state testing.
- The students who are failing can receive the opportunity to improve their grades through completing extra in-class assignments, Edgenuity, MEO lab for Migrants, and after-school tutorial hours, and Fast Pass Packets.
- Time is devoted adequately to those subjects in which the students perform poorly by making sure each subject has the same amount of time within class periods.
- Time is divided evenly throughout all subjects.
- Through distance, learning time is a big factor as to how much a student can complete from home. Not all students have technology access or a device to themselves, many times our students share their devices with other siblings.

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

- Teachers have a voice in decision-making and school policies through DLPAC and CLPAC meetings, department head meetings, core-area common planning, and individual conferences with decision-makers on campus. This is an area that still needs to be improved upon to where teachers can have an increased role in the decision-making process.
- One teacher out of every department participates in CLPAC where school decisions and policies are created. They in turn relate them to the department.
- Teachers are provided with staff meeting and department meeting to discuss and voice their opinions as to what benefit the department and how the need can be met as a school. Teachers are also provided surveys to voice their thoughts and opinions about school policies and calendars.

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

- Teachers do have a voice in the modification of this timeline yearly, and discussion and agreement of such changes occur during core common planning.
- Teachers have the opportunity to write curriculum in the summer and develop assessments to target what was taught in the curriculum.
- Teachers also have different databases to use to develop assessments and input into AWARE and get instant feedback.
- Assessments are pre-created by curriculum writers, teachers select passages and questions to administer. Exams are reviewed the week before by the department to make sure the exams adequately assess the covered TEKS.
- Talk with the department head and strategists to give input.
- At the end of each six weeks, we review data to assess student needs.
- Teachers were given the choice to create their own six weeks' exams for the second semester, for non-state tested subjects.

22. Do school committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

- Yes. Every groups' concerns are heard and leaders are readily available for any questions or concerns the parent or administration may have. Through various parent meetings and district-wide parental sessions, the communication between all parties can be heard. This is further facilitated by providing transparency in both student grades and the online curriculum.
- They make it easy for their voices to be heard through school board meetings, CLPAC, and other committees created throughout the district. Student council also exists to give students a voice for their needs to be heard.
- Absolutely! Parents can talk to teachers or administration to voice their opinion and be heard during CLPAC meetings.
- The school has social media platforms where parents can voice their opinions and concerns, and ask questions, privately and publicly.
- Surveys are sent to parents to see their opinions on certain topics, like re-opening schools and how they feel about sending their children back to campus.

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

- Administrative personnel and directors keep updated on changes in TEKS and state assessments through meetings and training. Summers are often used to update and modify the curriculum for upcoming years by core area teachers based on EOC results. Also, the curriculum is discussed and advised as necessary through the common planning period. Lesson plans on Eduphoria and teacher action plans to address the needs of learners are implemented and plans reflect the spiraling of the necessary weak TEKS. The time frame and TEKS covered must constantly be adjusted to provide a deeper understanding of the content.
- Bundle reviews and feedback forms/reflections are utilized as well.
- Other evidence includes surveys, teacher feedback, RDA every day, 3X3, and Action Plans

School Processes & Programs Strengths

1. New teacher mentor program/New Teacher Academies
2. Common planning period before school
3. 90 min. conference & planning periods
4. Frequent training and staff development provided in areas of need
5. Teacher attendance incentive
6. Assessments aligned to TEKS
7. Data analysis and immediate feedback of data
8. Student-centered instruction
9. Every teacher has document cameras, a projector, and a computer.
10. Teacher-designed curriculum by grade level/subject.
11. Dual Credit Student/Parent Informational Meetings: AP, CC, and UT OnRamps Courses
12. Professional Learning Communities
13. Easily accessible online curriculum for every subject with texts and activities
14. Curriculum is reviewed and updated every year.
15. Fish Camp/ Student Orientation
16. Parent Center/ Parent Volunteer Program/ Parent Educator Meetings/Classes: Information meetings/ Parent Portal/ Meet the Teacher Night
17. Counselors, parent, student conferences
18. Special Education Case Managers

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of parental involvement at the secondary level and incentives for parents to become more involved.

Problem Statement 2: Lack of funding for communal events that highlight student achievements.

Problem Statement 3: Low participation and completion of CTE and Advanced Academic Programs.

Perceptions

Perceptions Summary

FOCUS QUESTIONS

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

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

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

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

3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?

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

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

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

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

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

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

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

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

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

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

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

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

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

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?

- Typically, the students who are academically in the upper 50% are involved in extracurricular activities. These are usually the students who we know are responsible for their academic careers. They are highly motivated to improve their academic status to be a member of an extracurricular activity. These students tend to enroll in advanced academic classes and score higher than their peers. Students who tend to be in extracurricular activities demonstrate a greater commitment to school and achieve higher grades. Data also shows that these students are Gifted and Talented students with higher objectives and goals. These students are actively involved in school activities such as UIL sponsored events in which they can achieve personal success. Generally, extracurricular activities tend to promote healthy and effective lifestyles in these students and keeps them distracted from other unhealthy activities such as substance abuse and gang-related issues.

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

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

12. How does staff feel about technology?

- Our staff has embraced the challenge of learning new technology and adjusting to change very well during the Covid-19 pandemic. Over the last year, Technology has drastically improved. The staff feel's there is a strong necessity to get educators more training on specific technology-based activities, tools, etc. It would be most beneficial for educators to be trained more on new ways to incorporate technology in the classroom and thus, feel more comfortable using it. Currently, the district's investment in wifi towers has helped a lot of students have access to the internet from their own homes and the ability to stay connected to teachers. This has greatly created a more equitable online learning environment. Furthermore, the prospect of having a physical and digital classroom is exciting but also overwhelming for some staff.

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

- The priority is to ensure academic excellence for all students, a rigorous quality education. The Donna High School staff and teacher perceptions are that there has been a great effort being made for all students to succeed, pass the assessments, and graduate. Therefore, due to Covid pandemic perceptions that have changed because of the greater integration of technology and access to the internet, parents, and the community might have a more favorable view now than before.

Perceptions Strengths

1. Strong collegial support
2. Pride, Traditions, and Legacies
3. Students are continuously motivated by a variety of programs that help them gain self-confidence and assurance (AVID, Ambassadors, STEM, etc.)
4. Good environment for learning
5. Student incentives are provided for student achievement
6. Positive school climate
7. Closed Campus/ Raptor Station
8. Disciplinary Actions, suspensions, and DAEP placements
9. Student handbook
10. Community and family engagement
11. Administrator classroom walkthroughs
12. Parent contact
13. Data-driven decision making
14. Classroom management
15. Extracurricular activities and clubs are available to all students

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Multiple entrances/exits with an insufficient number of security guards can contribute to violence and discipline issues.

Problem Statement 2: Decrease in student attendance.

Problem Statement 3: Rules and policies are not thoroughly enforced.

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)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: Donna 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 standards. The campus will implement literacy strategies that will result in more students reading on or above grade level.

Performance Objective 1: Library Services: Media Literacy Centers will promote the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.

Targeted or ESF High Priority

Evaluation Data Sources: Library Sign-In Sheets, Mackin Via Database Usage, STAAR EOC and TELPAS Scores.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide students the opportunity to have authors visit and talk to them about becoming an author or an illustrator by holding campus literacy fairs and 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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	40%	50%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Teach technology TEKS to students. **Strategy's Expected Result/Impact:** Teacher and librarian lesson plans Class schedule **Staff Responsible for Monitoring:** Campus Administration, Librarians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	10%	10%	40%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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. **Strategy's Expected Result/Impact:** Collection analysis and inventory list **Staff Responsible for Monitoring:** Campus Administration, Librarian, Library Assistants, Department Heads **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	0%	20%	40%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide reading motivational incentives and hold student celebrations to encourage circulation. **Strategy's Expected Result/Impact:** requisitions, list of eligible participating students **Staff Responsible for Monitoring:** Campus Administration, Librarian, Library Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	20%	20%	50%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Compile and maintain campus library budget based on program needs. **Strategy's Expected Result/Impact:** Budget **Staff Responsible for Monitoring:** Librarian **Schoolwide and Targeted Assistance Title I Elements:** 2.4	25%	30%	50%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide extended library hours before and after school. **Strategy's Expected Result/Impact:** Student sign-in sheets and extra duty time sheets **Staff Responsible for Monitoring:** Campus Administration, Librarians, Librarian Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	25%	25%	60%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide, update, and expand resources for teachers, counselors, and administrators to use in their instructional setting and professional development. This will 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	30%	30%	55%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: 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	25%	25%	25%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide librarian the opportunity to attend workshops and conferences at Region One, the Texas Library Association, & TCEA to improve job performance. **Strategy's Expected Result/Impact:** Certificate of Completion **Staff Responsible for Monitoring:** Campus Administration and Librarian **TEA Priorities:** Recruit, support, retain teachers and principals	20%	20%	85%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Allow parents and community members to check out library books and provide them and students with opportunities to participate in motivational reading activities such as Literacy Night. **Strategy's Expected Result/Impact:** Organization of event, flyers, and sign-ins **Staff Responsible for Monitoring:** Campus Administration, Librarian, Library Assistants	10%	10%	10%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide funds for staff development trainings, to include materials, resources, miscellaneous. **Strategy's Expected Result/Impact:** Organization of even, flyers, sign-ins, roster of participants **Staff Responsible for Monitoring:** Administration Librarian	25%	25%	40%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide clothing/supplies for identified struggling and underprivileged students, including the Christmas Foundation Wal-Mart Trip and graduation gowns. **Strategy's Expected Result/Impact:** Student Roster **Staff Responsible for Monitoring:** Administration Librarian **Schoolwide and Targeted Assistance Title I Elements:** 2.6	0%	0%	0%	→

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide funds to purchase shirts, meals, awards, and other reading incentives, to include Battle of the Books, Ambassador, Honor Roll, Attendance, End of the Year Field Trip. **Strategy's Expected Result/Impact:** Increase in Student Reading Levels Increase in student interest in library books and resources **Staff Responsible for Monitoring:** Administration Library **Schoolwide and Targeted Assistance Title I Elements:** 2.4	25%	25%	50%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Provide funds to purchase equipment to maintain the day-to-day operation of the library, including furniture, etc. **Strategy's Expected Result/Impact:** Increase in student interest and student visitation **Staff Responsible for Monitoring:** Administration Librarian	25%	25%	35%	→

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Provide funds to allow for student celebrations, field trips, and awards to include Senior Splash Day.	0%	0%	50%	100%

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

Goal 1: Donna 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 standards. The campus will implement literacy strategies that will result in more students reading on or above grade level.

Performance Objective 2: Donna High School will implement strategies to increase literacy and produce more students reading on or above grade level resulting in students meeting goals for all accountability measures. This increase in literacy will yield gains in ELA, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, RDA) and Federal/ESSA. At least 60% of Donna High School students will meet the state standard in English I & II EOC, 80% will meet the state standard in Algebra I EOC, 85% will meet the state standard in Biology, and 95% will meet the state standard in U.S. History.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR EOC data, TELPAS data,

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: Donna 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 standards. 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 by 4%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC Meets and Masters Grade Level data for all subjects.

Summative Evaluation: Significant progress made toward meeting Objective

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

Performance Objective 2: Advanced Academics: Increase % of GT students achieving the MEETS and MASTERS grade-level standard on STAAR by 5%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC results for GT students.

Summative Evaluation: Significant progress made toward meeting Objective

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

Performance Objective 3: Special Education: Increase % for Special Education students achieving the MEETS and MASTERS grade level standard on STAAR by 2%

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC results for SPED students

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: Donna 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 standards. 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 by 5%.

Targeted or ESF High Priority

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

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 5: CTE: Increase the % of students achieving the MEETS and MASTERS grade level standard on STAAR EOC.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC, TELPAS, RDA

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: Donna 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 standards. 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

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 7: Donna High School will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, RDA) and Federal/ESSA. At least 60% of Donna High School students will meet the state standard in English I & II EOC, 80% will meet the state standard in Algebra I EOC, 85% will meet the state standard in Biology, and 95% will meet the state standard in U.S. History.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC Results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. (BG 2) **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	75%	80%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement, and monitor daily instructional schedules to ensure effective practices are in place and the implementation of required lesson plans for English, Math, Science, and Social Studies. (BG 2) **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	75%	80%	90%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Obtain and provide program manipulatives, models,consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. (BG 2) **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, & RDA). **Staff Responsible for Monitoring:** Deans and Campus Administration **Comprehensive Support Strategy** **Funding Sources:** - State Comp.(164) - $14,369.28	80%	85%	95%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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 Common Core Readiness Standard (CCRS), classroom management, and discipline (teaching) for appropriate behavior. (BG 2) **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, decreased referrals, and decreased behavior referrals. **Staff Responsible for Monitoring:** Campus Administration, Department Chairs **Funding Sources:** ExC-ELL Training - Teacher/Principal (255), ExC-ELL Training - State Comp.(164), ExC-ELL Training - Local (199), ExC-ELL Training - Title III (263)	75%	85%	90%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide funds for teacher aides/assistants, teachers, counselors, and administrators to attend necessary training/conferences/professional development in areas of need and to continue campus and district initiatives such as Abydos, Lead4ward, AVID, TXESOL, CAST, CAMPT, TFLA, Region One, AP and Advanced Trainings, UT OnRamps, TASSP, Legal Digest, Technology Conferences, Texas Council for Social Studies Annual Conference, T-Stem, etc. (BG 2) **Strategy's Expected Result/Impact:** Increased performance in assessment scores **Staff Responsible for Monitoring:** Campus Administration & Department Chairs **Funding Sources:** ABYDOS - State Comp.(164), ABYDOS - Local (199), Lead4Ward Consultants - Teacher/Principal (255), Teacher/Admin Travel - Title I (211)	80%	80%	90%	→

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Invite administrators to distance learning platforms (Google Classroom), include more interactive distance learning that can be implemented for greater student participation and success. All teachers will receive training and be Google certified. Monitor implementation of best instructional practices presented during professional development and all staff training. (BG 2) **Strategy's Expected Result/Impact:** Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes, subject level meetings, sign-ins. **Staff Responsible for Monitoring:** Campus Administrators & Teachers	75%	80%	90%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Improve supports to struggling learners by providing necessary interventions. Provide: *STAAR EOC Tutorials (Monday-Thursday and Saturday) *Accelerated Instruction/Trailer courses during the school day *Resources to support interventions including teacher pay, tutorial material, office supplies, transportation, and snacks. (BG 2) **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding STAAR EOC standards per core content area. At least 60% of Donna High School students will meet the state standard in English I & II EOC, 80% will meet the state standard in Algebra I EOC, 85% will meet the state standard in Biology, and 95% will meet the state standard in U.S. History. **Staff Responsible for Monitoring:** Campus Administration & Teachers Monitor Strategies Include: Documented content area meetings, lesson plans, student attendance sign-ins, parent contacts, student self analysis/goal setting, teacher self analysis/goal setting, and final STAAR EOC data analysis. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** STAAR EOC Tutorials - State Comp.(164), STAAR EOC Tutorials - Title I (211) - $75,000	50%	75%	85%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Implement district & campus initiatives such as Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Technology, Journals, Softwares, Student Portfolios, Cooperative Learning Strategies, Sheltered Instruction, ExC-ELL, writing across the curriculum (Abydos), College Readiness Activities, and Distance Learning platforms (Google Classroom, UTRGV WebWork) to increase student performance. **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Campus Administration & Teachers	50%	65%	75%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Ensure the campus' program for English Language Learners (ELLs) is research-based and responsive to the needs of students. The program will be designed, implemented, supported, and monitored for a positive impact on student learning. (BG 2) **Strategy's Expected Result/Impact:** Increased student performance as measured by district and state assessments and TELPAS. **Staff Responsible for Monitoring:** Campus Administration, ELL Strategists, and Teachers **Comprehensive Support Strategy**	65%	75%	75%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Determine advanced academic courses to be offered at Donna High, expand opportunities for dual credit, advanced placement, college prep-courses, UT OnRamps, and increase participation & completion of advanced academic courses. (BG 3) **Strategy's Expected Result/Impact:** Increased enrollment numbers in Advanced, AP, & Dual Enrollment courses. **Staff Responsible for Monitoring:** Campus Administration, Counselors, & Teachers	80%	85%	90%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Create more opportunities for students to participate in enrichment programs such as career interest, technology, athletics, band, extracurricular, student clubs, UIL, and in courses of languages other than English. **Strategy's Expected Result/Impact:** Increased enrollment numbers in these programs. **Staff Responsible for Monitoring:** Campus Administration and Teachers	80%	85%	90%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Determine and utilize student assessment instruments to monitor progress by aligning purpose, parameters, and an effective number of assessments. The district & campus shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. **Strategy's Expected Result/Impact:** Assessment scores (Beginning-of-Year, bundles, six weeks exams, benchmarks, interim, and state assessments) **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, & Teachers	75%	85%	85%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: 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 pursue post-secondary schooling. (BG 3) **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	35%	50%	75%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: System Safeguards to meet federal accountability requirements will be implemented, monitored, and reviewed for each subject area and student group where requirements were not met. (BG 2) **Strategy's Expected Result/Impact:** Increased Performance in areas addressed **Staff Responsible for Monitoring:** Campus Administration & Teachers	25%	50%	55%	→

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Provide opportunities for students to attend U.I.L. competitions, academic competitions, and other club activities/field trips that promote student success; to include funds for registration fees, transportation, lodging, and meals for students and U.I.L. coaches, and petty cash funds for concession stand sales. Other U.I.L. expenses include the following: study materials/supplies, other equipment needed for competitions, opportunities to compete at meets (if needed: transport, fees, and food), fees/dues for our school's contribution to the District fund (DEC), shirts for our student competitors, other incentives for student competitors, and for our hosted meet (fundraiser): trophies for winners from visiting schools, meals for visiting coaches, tests and supplies needed to run the different competitions, outside judges needed for competitions, chairs and table rentals to accommodate all visiting schools (around 35). **Strategy's Expected Result/Impact:** Student Participation in Local, Regional, State, National, and Global Competitions **Staff Responsible for Monitoring:** Campus Administration & UIL coaches Club Sponsors	25%	50%	80%	→

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide opportunities and funds for student field trips to supplement class instruction and college readiness, including attending HESTEC/ T-STEM field trip at UTRGV, NEPRIS and Upward Bound Math & Science Program, and STC camps. Provide supplies for College presentations. **Strategy's Expected Result/Impact:** Increased performance in core areas and college readiness. **Staff Responsible for Monitoring:** Campus Administration and Teachers	20%	50%	75%	→

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Provide funds for the implementation & maintenance of classroom technology, such as calculators, projectors, document cameras, etc. Provide laptops for UT OnRamps and purchase technology for T-STEM. (BG 3) **Strategy's Expected Result/Impact:** Classroom inventory **Staff Responsible for Monitoring:** Campus Administration & Deans	40%	75%	75%	→

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Allow opportunities for student clubs & organizations, (such as Book Club, MAS, Student Council, NHS, FCA, Spanish Club, etc) to fundraise money for books, field trips, transportation, shirts, meals, graduation stoles, and other incentives. **Strategy's Expected Result/Impact:** Invoices, rosters **Staff Responsible for Monitoring:** Administration Club Sponsor	20%	75%	80%	→

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Provide funds/transportation-related to graduation expenditures such as travel to and from graduation site for rehearsals, graduation programs, etc. **Strategy's Expected Result/Impact:** Student Rosters **Staff Responsible for Monitoring:** Administration Counselors	25%	65%	90%	100%

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Provide funds for College and Career Readiness initiatives, specifically AP, ACT, SAT, & TSI Tutorials. (BG 3) **Strategy's Expected Result/Impact:** Increased ACT/AP/TSI scores Increase in college acceptance **Staff Responsible for Monitoring:** Administration	30%	60%	80%	100%

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

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

Performance Objective 8: Bilingual/ESL: Bilingual/ESL students will receive focused and enriched instruction in the areas of Reading and Writing (ELA). The campus will increase the percentage of students who meet the state standard in English I & II EOC exams and the campus will increase the percentage of ELLs progressing one performance level on the TELPAS. At least 70% of Donna High School bilingual/ESL students will meet the state standard in English I & II EOC.

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS, STAAR results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Train teachers on pedagogy (sheltered instruction, ExC-ELL, etc.) that addresses the needs of the ELL population, and acquire resources to assist teachers in providing linguistically accommodated instruction. (BG 2) **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**	25%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain up-to-date instructional technology in ESL and ELD classrooms in order to serve 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 teachers, campus technology technician **Comprehensive Support Strategy**	20%	50%	65%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Train and oversee ELD & ESL teachers, ensuring they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve the linguistic development of the ELLs they serve. **Strategy's Expected Result/Impact:** Enhanced student performance; joint planning with teacher of record; lesson plans with integrated sheltered instruction **Staff Responsible for Monitoring:** Campus administration, ESL Strategists **Comprehensive Support Strategy**	55%	65%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Monitor teachers as they develop and foster the use of online, 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 as they are sequenced in detailed units. (BG 2) **Strategy's Expected Result/Impact:** Curriculum units; lesson plans and instruction that effectively utilize curricula **Staff Responsible for Monitoring:** ESL strategists **Comprehensive Support Strategy**	85%	95%	95%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Afford campus teachers and administrators the opportunity to attend local and state conferences 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 **Comprehensive Support Strategy**	30%	35%	65%	→

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Hold recognition activities for student performance/achievement and provide students opportunities to attend social functions, including field trips, to practice communication and interaction skills for the goal of enhancing levels of language proficiency such as end-of-year field trip for recent immigrant students. **Strategy's Expected Result/Impact:** Six Weeks Grades, Semester Grades, TELPAS ratings, EOC Scores, Student participation, student rosters **Staff Responsible for Monitoring:** Principal, Deans, and ESL Staff	0%	0%	0%	→

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

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

Performance Objective 9: The campus will focus on instructional improvement resulting in all students meeting goals for all accountability measures.
Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies.
Applies to District, State (STAAR, EOC, TELPAS, RDA) and Federal/ESSA.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results, TELPAS and Campus Accountability Reports, TAPR

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Donna 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%.

Targeted or ESF High Priority

Evaluation Data Sources: TSI Assessments, Texas State Accountability System

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: TSI Tutorials will be implemented to prepare students in meeting TSI requirements. This will include teacher tutorial pay, transportation costs, snacks, TSI Preparation Materials, and other office supplies required to facilitate TSI tutorials. **Strategy's Expected Result/Impact:** 70% of Seniors will have attempted the TSI exam by graduation. The number of TSI Complete students will increase by at least 10% from the previous year. **Staff Responsible for Monitoring:** Administration and Counseling Department **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** TSI Tutorials - State Comp.(164), TSI Tutorials - Title I (211)	35%	60%	85%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Donna 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%

Targeted or ESF High Priority

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide required instructional materials to facilitate dual enrollment courses. **Strategy's Expected Result/Impact:** Increased number of students obtaining dual enrollment credits. Increased number of students earning Associate Degrees at DHS. **Staff Responsible for Monitoring:** Administration: Principal & Deans of Instruction **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum	50%	75%	85%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Donna 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: CTE: The District will 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%.

Targeted or ESF High Priority

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

Summative Evaluation: Met Objective

Goal 3: Donna 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: Advanced Academics: The percentage of students taking AP exams will increase 3%. The percentage of students taking ACT/SAT tests will increase 2%.

Targeted or ESF High Priority

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: ACT Boot Camp will be implemented to prepare students for the ACT, increase scores in subject areas and composite scores. This will include teacher tutorial pay, transportation costs, snacks, Princeton Review ACT Preparation Books, and other office supplies required to facilitate ACT tutorials. **Strategy's Expected Result/Impact:** 90% of Seniors will have participated in an ACT test by graduation. Students participating in Boot Camps will increase composite score and/or subject score tutored by at least 2 points. **Staff Responsible for Monitoring:** Administration and Counseling Department **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** ACT Tutorials - State Comp.(164), ACTTutorials - Title I (211), ACT Preparation Materials - Local (199)	80%	80%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Advanced Placement Tutorials will be implemented to prepare students for AP Exams. This will include teacher tutorial pay, transportation costs, snacks, AP Preparation Books, and other office supplies required to facilitate AP tutorials. **Strategy's Expected Result/Impact:** 95% of students enrolled in an AP course will participate in the corresponding AP Exam. The number of students receiving an AP score of a 3 or above will increase by at least 10% from the previous year for each subject area. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Connect high school to career and college **Funding Sources:** Advanced Placement Tutorials - State Comp.(164), Advanced Placement Tutorials - Title I (211), Advanced Placement Materials - Local (199)	0%	0%	0%	→

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

Goal 3: Donna 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: Special Education: Special Education: Increase the number of graduates with completed IEP & Workforce Readiness from 0% to 50%.

Targeted or ESF High Priority

Evaluation Data Sources: IEP data, CCMR Accountability information

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Donna 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: Bilingual/ESL Education: Increase the number of students participating in the ESL Program graduate CCMR complete by 5%.

Targeted or ESF High Priority

Evaluation Data Sources: TSI Data, ACT/SAT Data, TAPR, Certificate Data

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Donna 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 7: The core content areas will provide support for the creation of new AP and other advanced courses in order to ensure student access and completion of those courses.

Targeted or ESF High Priority

Evaluation Data Sources: AP Enrollment information, Master Schedules, AP exam data

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Donna 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 8: CTE: Donna High School will 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%. CTE teachers and students will be provided with the necessary resources to achieve program goals.

Targeted or ESF High Priority

Evaluation Data Sources: CTE graduation rate will increase by 2%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses. **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, T-TESS, EOC, Benchmarks, PEIMS, PBM, Certification/College Hours Earned, Achieve Texas Graduation Plans **Staff Responsible for Monitoring:** Campus Principal & CTE Staff	60%	70%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Link CTE at the secondary campuses and postsecondary levels. **Strategy's Expected Result/Impact:** Student Schedules, PEIMS, PBM, Certification/College Hours Earned **Staff Responsible for Monitoring:** Campus Principal & CTE Staff	50%	75%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide students with strong experience in and understanding of all aspects of an industry. **Strategy's Expected Result/Impact:** Field Trip Participation, Seminar Participation, Teacher Planned Activity Participation **Staff Responsible for Monitoring:** CTE Director, Campus Principals, CTE Staff	50%	60%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Develop, improve, or expand the use of technology in CTE programs. **Strategy's Expected Result/Impact:** CTE Program Plan of Action, Integrated Continuous Improvement Plan, RDA **Staff Responsible for Monitoring:** CTE Director, Campus Principal, CTE Staff	70%	70%	90%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Initiate, improve, expand and modernize quality CTE programs, including relevant technology. **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, T-TESS, PEIMS, PBM, CTE Program Plan of Action **Staff Responsible for Monitoring:** CTE Director,Campus Principal, CTE Staff	60%	70%	90%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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. (BG 3) **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	60%	70%	90%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide activities to support entrepreneurship education and training. **Strategy's Expected Result/Impact:** Training Plans, Student Schedules, Activity Participation **Staff Responsible for Monitoring:** CTE Director, Principal, CTE Staff	40%	50%	90%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide support for local education and business partnerships including work-related experiences and job shadowing that are related to CTE programs. (BG 3) **Strategy's Expected Result/Impact:** Training Plans, Student Schedules, Activity Participation **Staff Responsible for Monitoring:** CTE Director,Campus Principal, CTE Staff	40%	50%	75%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Support training and activities in nontraditional fields **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, T-TESS, PEIMS, PBM, CTE Program Plan of Action, Field Trip Rosters, Career Fair Participation **Staff Responsible for Monitoring:** CTE Director,Campus Principals, CTE Staff	40%	50%	75%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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. **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, T-TESS, PEIMS, PBM, CTE Program Plan of Action, IEP Implementation, ARD participation, Region 1 Professional Development **Staff Responsible for Monitoring:** CTE Director,Campus Principal, CTE Staff	70%	75%	85%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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. **Strategy's Expected Result/Impact:** Activity Participation, Contact Logs, Informative Program Material **Staff Responsible for Monitoring:** CTE Director,Campus Principal, CTE Staff	40%	50%	75%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Implement effective practices to improve parental and community involvement, to include student participation in community events such as Literacy Parade, District 5Ks, etc. **Strategy's Expected Result/Impact:** Activity Participation, T-TESS, Contact Logs **Staff Responsible for Monitoring:** CTE Director,Campus Principal, CTE Staff	60%	70%	80%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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	40%	60%	75%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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	40%	50%	75%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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	40%	60%	60%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Participate in Educational Program Initiatives such as Dual Credit and Industry-Based Certifications and Licenses through CTE course offerings. (BG 3) **Strategy's Expected Result/Impact:** Signed Letters Certifications Gradebooks **Staff Responsible for Monitoring:** CTE Director, Principal, CTE Counselor	70%	75%	85%	100%

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Provide timely and appropriate training for CTE teachers in: core subject area sheltered instruction CTE program updates CTE Program areas **Strategy's Expected Result/Impact:** Sign in sheets, certificates of completion, receipts **Staff Responsible for Monitoring:** Principal, CTE Director, CTE Staff	80%	85%	90%	100%

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Provide funds for recognition and celebration of CTE student accomplishments, including the purchase of lettermen jackets for ROTC, Culinary Arts, & other CTE senior students, trophies, awards, and end of the year banquets. **Strategy's Expected Result/Impact:** Student Rosters **Staff Responsible for Monitoring:** CTE Counselor, CTE Club Sponsors **Funding Sources:** - Student Activity 865	30%	40%	75%	100%

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Allow for CTE Student Clubs to fund-raise for student/teacher lodging, meals, transportation, club shirts, competition registration, field trips, and supplies, to include Robotics, Skills USA, BPA, etc. **Strategy's Expected Result/Impact:** Student Rosters, receipts, travel **Staff Responsible for Monitoring:** Principal, CTE Director, CTE Counselor, CTE Staff and Sponsors **Funding Sources:** - Local (199)	40%	50%	60%	100%

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Provide funds to allow for the maintenance and purchase of office supplies. **Funding Sources:** - Local (199)	70%	75%	80%	100%

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21: Support the success of the JROTC by providing funds for physical equipment for the use of training, drills, and competitions. **Strategy's Expected Result/Impact:** Successful and competitive ROTC program **Staff Responsible for Monitoring:** Principal CTE Director ROTC Drill Instructors	50%	50%	70%	→

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

Goal 3: Donna 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 9:
Advanced Academics: G/T students will receive enhanced differentiated instruction through advanced academic coursework (Pre-AP/ AP) and 100%will meet the state standards in all areas of the STAAR EOC.

Targeted or ESF High Priority

Evaluation Data Sources: The percentage of students enrolled in advanced academic courses, at grades 9-12, will increase by 5% by the end of the school year.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Pre-AP/AP students will participate in summer reading program. **Strategy's Expected Result/Impact:** List of assignments and books **Staff Responsible for Monitoring:** Campus administration, librarians, Pre-AP teachers	15%	50%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide G/T instructional resources to supplement instructional programs in all core areas, when applicable. **Strategy's Expected Result/Impact:** Classroom observations, lesson plans, and assessments **Staff Responsible for Monitoring:** Campus administration	80%	85%	85%	100%

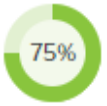
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide access for all GT students to take the ACT test, ACT Aspire, and participate in the ACT Test Prep Boot Camp. (BG 3) **Strategy's Expected Result/Impact:** ACT Test Results **Staff Responsible for Monitoring:** Deans, Counselors **Funding Sources:** Purchase of ACT Aspire exams, score reports, and labels. - Title IV 289	75%	85%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Support the Pre-AP/AP/CC-Dual/UT OnRamps/UTRGV Prep- courses by offering a rigorous curriculum and materials to supplement and enrich instruction. **Strategy's Expected Result/Impact:** Increased passing rate of AP Exams, Increased Dual Credits earned. Increase in student STAAR EOC for PAP/AP subjects. **Staff Responsible for Monitoring:** Principals, Deans, Counselors, AP Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** Instructional Materials to support instruction - Title I (211), Instructional Materials to support instruction - Local (199)	80%	85%	90%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Implement tutorial sessions in second semester to prepare students for the AP test. **Strategy's Expected Result/Impact:** AP Test Results **Staff Responsible for Monitoring:** Deans, AP Teachers	0%	0%	0%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide ample opportunities for parents to become aware of the graduation plans and to ensure full understanding of AP exam requirements: Parent/teacher meetings, Newsletters/brochures (English/Spanish) **Strategy's Expected Result/Impact:** Sign in sheets, agendas **Staff Responsible for Monitoring:** Principals, Deans, Counselors, Parent Educators	40%	50%	70%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide adequate/effective GT basic and 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 GT Teachers	90%	90%	90%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide adequate funding to provide AP students the opportunity to challenge the Advanced Placement exams in the Spring for their corresponding courses. **Strategy's Expected Result/Impact:** AP Exam rosters & AP Score Reports **Staff Responsible for Monitoring:** AP Teachers & Deans of Instruction				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide funds for teachers and administrators to attend necessary trainings/conferences/professional developments in coordination with Higher Education Institutions and/or Region One for the improvement of Advanced Academics Programs at DHS as well as district initiatives such as UT OnRamps, STC, UTRGV, and College Board. **Strategy's Expected Result/Impact:** Advanced Academic course enrollment counts, college course completion counts, college credits earned, AP Exam rosters, AP Score reports, etc... **Staff Responsible for Monitoring:** Campus Administration - Principal and Deans **Comprehensive Support Strategy - Additional Targeted Support Strategy**				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Allow for academic clubs, such as National Honor Society, UT OnRamps, and Mexican American Studies Club, to fund raise for supplies, shirts, field trips, banquets, stoles, and end of year awards and celebrations. **Strategy's Expected Result/Impact:** Rosters **Staff Responsible for Monitoring:** Principal Counselor Club Sponsors				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide ACT & TSI Reviews for students after school and on Saturdays. (BG 3) **Strategy's Expected Result/Impact:** Increased ACT/TSI participation and increased scores indicating college readiness. **Staff Responsible for Monitoring:** Principals Deans, Counselors				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide opportunities for students to participate in enrichment programs to supplement class instruction and promote college and workforce readiness in the form of field trips for exposure to career interests, college visits, STEM presentations, etc.. **Strategy's Expected Result/Impact:** Agenda, Sign-In Sheet, Student feedback in the form of essays regarding interest. **Staff Responsible for Monitoring:** Principal, Deans, Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Donna 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 10: TSTEM: Create an inviting climate that enhances learning and academic information that supports all students to successfully complete four years of mathematics, four years of science, fours year of STEM electives.
Implementation of the STEM blueprint at Donna High by ensuring STEM focused curriculum supported by instructional practices.

Evaluation Data Sources: Six week tests, benchmarks, STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Fully implement STEM education integration through all core areas through the use of innovative instructional practices and best practices as required by the STEM blueprint **Staff Responsible for Monitoring:** STEM Coordinator, Deans, STEM Design Team	20%	30%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide funds to support best instructional practice by training in staff development/workshops (PBL's) **Staff Responsible for Monitoring:** Administration, STEM Coordinator, STEM Design Team	20%	50%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide funds for student opportunity to explore careers, insight visits, field trips, guest speakers (industry experts). Including Teacher/Student transportation, meals, lodging, and fees. Including: NASA, Space X **Staff Responsible for Monitoring:** STEM Coordinator, STEM Design Team	0%	50%	50%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide funds for students to waive TSI fees for all STEM students for up to three times testing. (BG 3) **Staff Responsible for Monitoring:** STEM Coordinator, STEM Design Team	30%	50%	75%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Provide funds for student celebrations, recognition, awards, and STEM Academy shirts. **Staff Responsible for Monitoring:** STEM Coordinator, STEM Design Team	Sept	Dec	Mar	June
	0%	0%	40%	→

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Provide funds for school beautification academy design and supplies for office and staff, including labeling to improve academy culture and climate. **Staff Responsible for Monitoring:** STEM Coordinator, STEM Design Team	Sept	Dec	Mar	June
	20%	20%	45%	→

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Provide funds for supplies and testing materials for TSI/ACT/SAT/PSAT/ACT Aspire. (BG 3) **Staff Responsible for Monitoring:** STEM Coordinator, STEM Design Team	Sept	Dec	Mar	June
	30%	50%	75%	100%

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

Goal 3: Donna 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 11: College Readiness/AVID: Implementation of the AVID Program at Donna High will continue to grow by utilizing 100% of the 11 AVID Essentials of the Program.

Targeted or ESF High Priority

Evaluation Data Sources: AVID lesson plans/curricula, Eduphoria Forethought

Summative Evaluation: Significant progress made toward meeting Objective

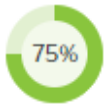
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: AVID Teachers will fully Implement the AVID program and WICOR methodologies to focus on the students in the middle through a strong Reading & Writing Curriculum, Inquiry, Collaboration, Requirements for University Enrollment, Voluntary Participation, etc. **Strategy's Expected Result/Impact:** Parental Notices & Notifications, Class Rosters **Staff Responsible for Monitoring:** AVID Site Team	100%	100%	100%	100%

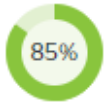
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide funds to continue with AVID college tutors, certificate programs, AVID Parental Meetings, & stipend for Avid Coordinator. **Strategy's Expected Result/Impact:** Tutor Payroll, Time cards **Staff Responsible for Monitoring:** AVID Site Team	90%	90%	95%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: DHS will continue with regular AVID Active Site Team and Data Collection. **Strategy's Expected Result/Impact:** Senior Data Collection Form **Staff Responsible for Monitoring:** AVID Site Team	75%	75%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide funds for AVID staff development, including AVID Summer Institute, AVID Curriculum CDs, Monthly Meetings, UTRGV AVID Teacher/Coordinator Meetings, DISD Symposium, etc. **Strategy's Expected Result/Impact:** AVID Certifications **Staff Responsible for Monitoring:** AVID Site Team, AVID Elective Teachers, AVID Coordinators **Funding Sources:** AVID Summer Institute - State Comp.(164), AVID Summer Institute - Title I (211), AVID Summer Institute - Local (199)				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide funds for student celebration and opportunities such as the AVID Senior End of the Year Banquet, College Trips, UT Explore, Ronald McDonald House, Letterman Jackets, AVID movie night (1 per semester), and AVID Graduation Stoles. **Strategy's Expected Result/Impact:** AVID Graduation/ Senior Data Report, Class Rosters, Community Service Logs **Staff Responsible for Monitoring:** AVID Elective Teachers, AVID Site Team **Funding Sources:** - Title IV 289				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Allow for fundraising opportunities to raise funds for teacher/student academic scholarships, banquets, student t-shirts, and field trips to include transportation, lodging, meals, and fees, etc. **Staff Responsible for Monitoring:** Campus administration AVID Coordinators				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide funds for school beautification projects, to include necessary resources such as paint and supplies. **Strategy's Expected Result/Impact:** Improve school culture and climate **Staff Responsible for Monitoring:** Campus Administration				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna 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: Donna High School will develop and implement a plan to increase and maintain highly qualified and certified personnel.

Evaluation Data Sources: Maintain Personnel Attrition Rate to less than 5%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement appraisal system with campus staff according to established procedures/policies and follow through with improvement needs. **Strategy's Expected Result/Impact:** T-TESS Appraisal Instrument Personal Growth Plans Formative / Summative Conferences **Staff Responsible for Monitoring:** Campus Administrators	50%	70%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue to encourage, promote, and support the Alternative Certification Program and Student Teaching Programs. **Strategy's Expected Result/Impact:** Participation List **Staff Responsible for Monitoring:** Principal, Personnel Administrator	40%	60%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Conduct two climate surveys annually, one in the fall and one in the spring, to monitor effective school correlates. **Staff Responsible for Monitoring:** Personnel Administrator	0%	0%	0%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Faculty representatives of the Campus Level Planning and Advisory Committee will meet once a month to discuss current issues and concerns, and will meet with their respective groups of teachers to solve/discuss concerns regarding professional environment. **Strategy's Expected Result/Impact:** Climate Survey Results **Staff Responsible for Monitoring:** CLPAC Members	40%	50%	70%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Involve department heads/teachers in interviewing potential staff. **Strategy's Expected Result/Impact:** List of Certified Teachers List of Department Heads **Staff Responsible for Monitoring:** Principal Department Heads	70%	80%	80%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Assign a mentor to each new-to-the-district teacher, and provide regularly scheduled New Teacher meetings/New Teacher Academy for effective management, organization awareness, & continuous support. **Strategy's Expected Result/Impact:** List of Mentors & New Teachers Sign-ins & Agendas **Staff Responsible for Monitoring:** Deans, Department Heads	100%	100%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: 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 & work days, and refreshments for counselors during Counselor's Week. **Strategy's Expected Result/Impact:** Recognitions **Staff Responsible for Monitoring:** Principal	35%	50%	75%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Utilize strategies to attract highly qualified and high quality teachers such as providing staff shirts. **Staff Responsible for Monitoring:** Principal	80%	85%	75%	100%

Strategy 9 Details	Reviews			
Strategy 9: Provide supplies and materials for office staff and administration.	Formative			Summative
	Sept	Dec	Mar	June
	80%	90%	90%	100%

Strategy 10 Details	Reviews			
Strategy 10: Purchase, disseminate and review Faculty Handbooks to ensure staff members are aware of Campus policies. **Strategy's Expected Result/Impact:** Summative Appraisals Renewals Non-renewals **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Sept	Dec	Mar	June
	80%	80%	80%	

Strategy 11 Details	Reviews			
Strategy 11: Continue providing and upgrading stipend system in teacher shortage areas, i.e., bilingual/ESL, special education, math and science in order to place endorsed staff in the classroom as allowable by district. **Strategy's Expected Result/Impact:** Compensation Plan **Staff Responsible for Monitoring:** Personnel Administrator, Curriculum, Bilingual & Sped Director	Formative			Summative
	Sept	Dec	Mar	June
	75%	80%	80%	100%

Strategy 12 Details	Reviews			
Strategy 12: Monitor exit interview surveys to identify and address the causes for teacher turnover. **Strategy's Expected Result/Impact:** Exit Form **Staff Responsible for Monitoring:** Administrators	Formative			Summative
	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 13 Details	Reviews			
Strategy 13: Provide administrators with a copy of the latest edition of The Educator's Guide to Texas School Law and any additional resources to assist with daily duties and assignments. **Staff Responsible for Monitoring:** Principal, Administrators	Formative			Summative
	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Administrative staff will attend trainings/conferences pertaining to their respective areas and which will provide them with pertinent updates and information necessary for the success of the school, including, but not limited to: Abydos Annual Conference, AVID Conference, Lead4Ward STAAR Trainings, Region One Trainings, State Assessment Conference, Summer Law Conference, TASSP Summer Conference **Strategy's Expected Result/Impact:** Certificates of Completion **Staff Responsible for Monitoring:** Principal and Administrators	50%	60%	60%	→

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Campus Secretary will attend annual conference for educational support staff to acquire information related to customer service & people skills to better assist the employees. Information will be shared with other support staff upon return. **Strategy's Expected Result/Impact:** conference agenda & invoice **Staff Responsible for Monitoring:** campus principal	50%	50%	55%	100%

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

Goal 4: Donna 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: Donna High School will incorporate technology training at each New Teacher Academies and Departmental Meetings. *100% of new teachers will have participated in technology training each semester.
*Once a six weeks technology presentations will be delivered through department meetings.*100% of new teachers will have participated in technology training each semester.
*Once a six weeks technology presentations will be delivered through department meetings.

Targeted or ESF High Priority

Evaluation Data Sources: Training/Meeting sign ins and agendas for attendance.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Donna 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: Donna High School will ensure that the campus has a well maintained facility.

Evaluation Data Sources: Expenditure reports, Eduphoria work order reports, textbook status requests.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Supplies for facility will be purchased as needed to ensure a well maintained facility at DHS. Including paint, mirrors, furniture, and other interior resources/materials, exterior resources/materials, etc.. **Strategy's Expected Result/Impact:** Staff, Student, and Parent Survey **Staff Responsible for Monitoring:** Campus Principal and Campus Secretary	80%	85%	90%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide funds for land improvements, to include improvements & maintenance on campus marquis for the purpose of communicating important campus events with the community. **Strategy's Expected Result/Impact:** Parental Involvement Community Awareness **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - Local (199)	30%	40%	50%	→

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

Goal 4: Donna 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 4: Transportation Department: The District will ensure that 90% of the district's bus routes will be on time to drop student at their respective campuses.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Donna 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 5: Warehouse Department: The Campus will ensure that campus/department order requests will be completely processed and delivered within 3 days.

Summative Evaluation: Some progress made toward meeting Objective

Goal 4: Donna 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 6: Maintenance Department: The Campus will ensure that 95% of the work order requests are accurate and improve the completion rate from 90% to 95%.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Donna 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 7: Technology Department: The Campus will improve the work orders completion to 85% and assist all campuses and departments to improve their inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Donna 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 8: Custodial Department: The District will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning at least 2 time per day.

Summative Evaluation: Met Objective

Goal 5: Donna 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: Risk Management: The District will ensure that 85% of all campuses have an effective Emergency Operations Plan in place by first six weeks.

Evaluation Data Sources: Campus Emergency Operations Plan

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Donna 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: Police Department: The District will decrease the number of cases that fall under the mandatory DAEP or Expulsion offenses by 10% each year by increasing the visibility and proximity to students at the respective campuses.

Evaluation Data Sources: TEAMS reports relating to disciplinary records.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Ensure funds are in place to provide campus police and security personnel with the proper equipment to ensure effective communication and safety throughout the campus, including but not limited to supplies and uniforms. **Strategy's Expected Result/Impact:** Inventory List **Staff Responsible for Monitoring:** Campus Administration	30%	50%	65%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide funds to allow campus police and security personnel to attend pertinent trainings/conferences to the safety of the campus, personnel, and students, including but not limited to drug, discipline, restraint trainings, etc. This will include travel expenses, fees, meals, lodging.	25%	25%	40%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide funds to allow for campus police to escort students to and from athletic and academic events and competitions and monitor local district events. **Staff Responsible for Monitoring:** Campus Administration	30%	60%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Install key-less entry systems with cameras where visitors must be buzzed in to enter the campus and providing a safer environment. **Strategy's Expected Result/Impact:** Result in a safer environment where visitors will be screened before entry to the campus **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - Title IV 289 - $28,000	90%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Donna 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: Nursing/Health Services: Donna High will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 95% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Evaluation Data Sources: Nurse documentation of screenings/immunization records on file.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide all necessary equipment & supplies to efficiently run the nurse's office, including all medical supplies (wheelchairs, epipens, etc.) & technology related supplies. **Strategy's Expected Result/Impact:** Approved Supply & Inventory Lists **Staff Responsible for Monitoring:** Principal, Nurse	85%	90%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide funding for nursing staff to attend pertinent and necessary trainings, nurse conferences, & workshops to include transportation, meals, lodging, fees, etc... **Strategy's Expected Result/Impact:** Continuing Education Hours, Certificates of Completion **Staff Responsible for Monitoring:** Principal, Nurse	0%	50%	65%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Donna 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: Insurance: The District will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Evaluation Data Sources: Open enrollment sign in sheets.

Summative Evaluation: Met Objective

Goal 5: Donna 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: Nutrition/Food Services: Donna High will provide nutritional meals to 100% of all 9-12 students to support academic success.

Evaluation Data Sources: TEAMS BIC and child nutrition reports.

Summative Evaluation: Met Objective

Goal 5: Donna 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: Student Support Services: Donna High will ensure our students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Evaluation Data Sources: Counseling logs.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide funds for LPC and Counselors to attend necessary training/conferences/professional development in areas of need to ensure a safe and nurturing school environment that supports academic success, psychological and emotional needs of students, and encouraging positive student behaviors. Training includes Professional Counselor Conference, SEL training, Trauma and Loss, Suicide Prevention, Human Trafficking, Sexual Abuse, Crisis Response, and Alcohol/Drug Addiction. **Strategy's Expected Result/Impact:** Decrease Inappropriate and Disruptive Behavior through PBIS Campus Incentive Plan, social-emotional skills being practiced daily by staff and students. **Staff Responsible for Monitoring:** Campus Administration, LPC, Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	30%	50%	65%	→

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Donna 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 7: Pregnancy Related Services (PRS): Provide support services to 100% of the pregnant teens and teen parents in the district that receive childcare .

Targeted or ESF High Priority

Evaluation Data Sources: In-take forms, sign-ins

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide support services to all pregnant teens and teen parents in the district that receive childcare at the District Day Care Center Wee Little Indians. **Strategy's Expected Result/Impact:** In-take forms, sign-ins **Staff Responsible for Monitoring:** Social Worker, CEHI teacher, Coordinator of PRS, Caregivers, School Nurse	0%	0%	0%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide health services related to pregnancy, and provide counseling (academic, mental, and physical) services. **Strategy's Expected Result/Impact:** sign-in forms, student records, student health records **Staff Responsible for Monitoring:** Counselor, Nurse, Social Worker, Coordinator	30%	40%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide instruction off campus relating to parenting knowledge and skills including life skills and child development. **Strategy's Expected Result/Impact:** CEHI teacher logs **Staff Responsible for Monitoring:** CEHI Teacher	50%	60%	70%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide childcare for students' children. **Strategy's Expected Result/Impact:** Child attendance and individual applications for childcare **Staff Responsible for Monitoring:** Child Care Center Directors and Caregivers	0%	0%	0%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide modified schedule for students to remain eligible for ADA. **Strategy's Expected Result/Impact:** Counselor Logs **Staff Responsible for Monitoring:** Academic and CATE Counselors	50%	60%	60%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide case management and service coordination to obtain services from government agencies and community service organization. **Strategy's Expected Result/Impact:** intake forms **Staff Responsible for Monitoring:** Life Skills Program for student parents, social worker	20%	25%	25%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide funds for staff to attend trainings directly related to the program, to include registration fees and travel. **Strategy's Expected Result/Impact:** proof of registration certificates of completion **Staff Responsible for Monitoring:** Child Care Center Director	20%	20%	20%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: All staff will participate in staff development that is either provided by the district or solely for the program 24 clock hours for caregivers and 30 clock hours for director of child development and related topics will be mandatory per year to include CPR and First Aid. **Strategy's Expected Result/Impact:** sign-in logs, certificate of training, and post tests **Staff Responsible for Monitoring:** Director of child care center and coordinator to pregnancy related services, care givers, secretary, social worker, and certified CEHI Teacher.	30%	30%	30%	

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: Social worker will receive training in Ethics and 20 clock hours in the field of social work. **Strategy's Expected Result/Impact:** Training certification and training logs **Staff Responsible for Monitoring:** Social Worker	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 10 Details	Reviews			
	Formative			Summative
Strategy 10: Coordinator will receive 30 clock hours of training in business, child development and training in accordance with Child Care Licensing. **Strategy's Expected Result/Impact:** Training Certification, and Training logs **Staff Responsible for Monitoring:** Coordinator	Sept	Dec	Mar	June
	30%	30%	30%	

Strategy 11 Details	Reviews			
	Formative			Summative
Strategy 11: Teen parents who have children at district day care center will be given support and advice on parenting. **Strategy's Expected Result/Impact:** intake forms **Staff Responsible for Monitoring:** social worker, coordinator, child care givers, CEHI teacher	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 12 Details	Reviews			
	Formative			Summative
Strategy 12: Teen parents will be actively involved with their child if part of the onsite child care center, Age appropriate activities will be applied during the students lunch hour (20 min) mandatory guided by the coordinator and childcare givers. **Strategy's Expected Result/Impact:** student sign-in logs **Staff Responsible for Monitoring:** coordinator, child care givers	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 13 Details	Reviews			
	Formative			Summative
Strategy 13: Provide mandatory CEHI Ed. Home Instruction to all eligible pregnant students during prenatal or postpartum period.	Sept	Dec	Mar	June
	0%	30%	30%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Donna 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 8: Drop Out Prevention: Students will meet or decrease state dropout percentiles, will meet or exceed state graduation percentiles, and will increase completion rates by 10%

Targeted or ESF High Priority

Evaluation Data Sources: Completion rate will increase by 10%.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide student support services including, but not limited, to: Counseling, Drug Education, motivational speakers, Career Day activities, Credit Retrieval Edgenuity, STAAR EOC Saturday Academies, Trailer Courses, Summer school for credit recovery, Migrant Program offerings, Life Management Skills, and student resume & work portfolios. (BG 2) **Strategy's Expected Result/Impact:** AEIS, Awards, Recognitions, Transcripts, Grades **Staff Responsible for Monitoring:** Principal, Deans, Counselors **Funding Sources:** Credit Retrieval - Title I (211) - $75,000	50%	60%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunity for students to take the Credit by Exam with or without prior instruction to make up credits for graduation. **Strategy's Expected Result/Impact:** CBE Rosters, Transcripts **Staff Responsible for Monitoring:** Principal, Deans, Counselors	50%	60%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Train staff in strategies to be utilized for struggling students, needed interventions, instructional action plans. **Strategy's Expected Result/Impact:** Sign ins, Agendas, Certificates of Completion **Staff Responsible for Monitoring:** Principal and Deans	50%	60%	60%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide non-graduating seniors who have not passed one or more STAAR EOC Assessments and/or who are deficient 3 credits or less, the opportunity to enroll at the 3-D Academy. **Strategy's Expected Result/Impact:** Rosters, Transcripts **Staff Responsible for Monitoring:** Campus Administration and Counselors	40%	50%	50%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Formation of campus based attendance committee **Strategy's Expected Result/Impact:** Enrollment data **Staff Responsible for Monitoring:** Campus Administration & Attendance Staff	30%	35%	45%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Continue an attendance incentive program for students who attend on a regular basis. **Strategy's Expected Result/Impact:** Warning letters, weekly court filings, meetings with truant students **Staff Responsible for Monitoring:** Campus Administration	0%	0%	0%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Continue graduation incentives for students who meet completion requirements; senior events, including Senior Splash Day. **Strategy's Expected Result/Impact:** Student Rosters. **Staff Responsible for Monitoring:** Campus Administration	30%	30%	60%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide clothing/supplies for identified struggling and underprivileged students, to include Christmas Foundation Wal-Mart Trip. **Strategy's Expected Result/Impact:** Roster **Staff Responsible for Monitoring:** Counseling Department **Funding Sources:** - Title I (211) - 211.32.6499.00.001.24.0.00 - $3,750	0%	0%	0%	

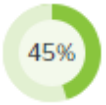
Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Continue providing students the opportunity to take necessary college entrance exams such as ACT, ACT Aspire, PSAT, TSI, SAT, etc. and provide funds for materials, supplies, and equipment as necessary. (BG 3) **Strategy's Expected Result/Impact:** Rosters, Scores **Staff Responsible for Monitoring:** Counseling Department	50%	55%	80%	100%

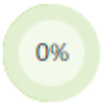
Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Continue providing students Home Instruction services. **Funding Sources:** - State Comp.(164)	65%	75%	80%	100%

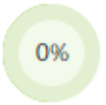
Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide field trips for At-Risk students to improve student outcomes, college interest, and advocate resources. **Strategy's Expected Result/Impact:** Graduation Rate, Completion Rate, **Staff Responsible for Monitoring:** Principal, Administration, Counseling Dept. **Comprehensive Support Strategy - Additional Targeted Support Strategy**	0%	0%	0%	

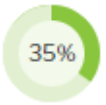
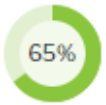
Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide funds for awards, celebrations, and recognition for student success, to include Honor Roll, Perfect Attendance incentives, and top 20 Banquet. **Strategy's Expected Result/Impact:** Student Roster **Staff Responsible for Monitoring:** Administration, Counseling Department	15%	25%	75%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide funds to continue hosting Financial Aid Night and College Day for DHS students, including dinner for FAFSA representatives. **Strategy's Expected Result/Impact:** Sign-ins, flyers **Staff Responsible for Monitoring:** Administration, Counseling Department	80%	90%	95%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Provide funds to host scholarship recipient celebrations, including Scholarship Night, Top 20 Banquet and Head of the Class. Provide funds to maintain Notary to notarize financial aid applications. **Strategy's Expected Result/Impact:** Rosters & Sign-ins, Agenda, Flyer **Staff Responsible for Monitoring:** Administration, Counseling Department				

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Provide funds for student participation and supplies in community and parental involvement activities to promote safe school environment, such as the DISD Literacy Festival and Parade, to include funds for registration, transportation, meals, etc. **Funding Sources:** - Student Activity 865				

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide funds to allow for transportation to and from elementary campuses for the DHS Senior Graduate Walk. **Strategy's Expected Result/Impact:** Roster **Staff Responsible for Monitoring:** Administration				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Provide funds for and allow for fundraising for student clubs and organizations to continue with activities and traditions that promote positive school culture and environment, such as Homecoming Festivities, Prom, Letterman Jackets, Warhoop Yearbook, etc. **Strategy's Expected Result/Impact:** Greater Student Participation Positive School environment **Staff Responsible for Monitoring:** Administration Class Sponsors				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Donna 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 9: Migrant: Donna High School will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas.
50% of Migratory Students 9-12 will improve their score by 5% on curriculum-based reading and math assessments.

Targeted or ESF High Priority

Evaluation Data Sources: Curriculum-based assessments

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify all eligible migrant students and determine individual needs for instructional and support services that will: Identify available resources and make referrals to address said needs, dropout prevention program; coordinate with the entities to ensure that the child has access to the appropriate services; and follow-up to monitor and document progress. **Strategy's Expected Result/Impact:** Certificates of Eligibility; Surveys; Increase number in Unique Migrant Count **Staff Responsible for Monitoring:** Migrant Strategists, Migrant Director, Recruiters, NGS Clerks and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	50%	85%	95%	100%

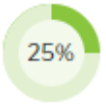
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Coordinate with available programs offering options for credit accrual or credit recovery to ensure that migrant students are accessing opportunities to earn needed credits and make-up coursework which is lacking due to late arrival and/or early withdrawal. Offer a variety of alternative methods for credit accrual and recovery to ensure credit consolidation, including MEO Lab, Edgenuity extended day/Saturdays. Opportunities for earning credits by exam; use of equipment, space, and support staff necessary for successful completion of coursework; offer tuition or fees for summer school. **Strategy's Expected Result/Impact:** Increase in the promotion and graduation rates **Staff Responsible for Monitoring:** Migrant Strategists; academic counselors; MEO/Edgenuity Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	70%	80%	90%	100%

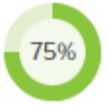
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Coordinate/provide homework assistance tools- collaborating with existing programs/organizations to facilitate student access to resources and provide parents information on how to access homework assistance tools. Issue laptops for research and PowerPoint presentations, giving priority to PFS students. **Strategy's Expected Result/Impact:** Completion of homework assignments leading to passing grades **Staff Responsible for Monitoring:** Migrant Strategists; MEO/Edgenuity Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	25%	75%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Develop and implement a set of strategies for partial and full credit recover and/or accrual for migrant students with late entry/or early withdrawal. **Strategy's Expected Result/Impact:** Increase in the promotion and graduation rates **Staff Responsible for Monitoring:** Migrant Strategists; Academic Counselors; MEO/Edgenuity Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	50%	70%	90%	100%

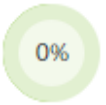
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Coordinate with the Texas Migrant Interstate Program/TMIP during the summer months in order to serve students from Texas who may attend out of state summer migrant programs to include STAAR testing and remediation opportunities. **Strategy's Expected Result/Impact:** To ensure that migratory students have the opportunity to STAAR test out of state **Staff Responsible for Monitoring:** Migrant Strategists; Academic Counselors; **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	0%	0%	0%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Develop a PFS Action Plan for serving PFS students before the first day of school. The plan will clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. PFS students are identified and given priority to the necessary support services in order to achieve academic success. **Strategy's Expected Result/Impact:** Increase the PFS awareness to campus staff **Staff Responsible for Monitoring:** Migrant Strategists; **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	100%	100%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Create a migrant extracurricular club or leadership organization (DHS Migrant Club) specific to migrant secondary students that meets regularly and is designed to: Help students resolve issues and problems related to late entry and/or early withdrawal; facilitate social engagement with school community; participate in extracurricular/community service activities to enhance student involvement in the community and improve personal academic portfolio; promote citizenship and social awareness. **Strategy's Expected Result/Impact:** To increase community involvement **Staff Responsible for Monitoring:** Migrant Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Student Activity 865				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide school supplies as required for class projects and as allowed by program guidelines when necessary. **Strategy's Expected Result/Impact:** increase academic success **Staff Responsible for Monitoring:** Migrant strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Prioritize educational and support services for targeted PFS students first before regular migrant students by: Tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those who are failing in the core subject areas. **Strategy's Expected Result/Impact:** Academic success anf to ensure on time graduation **Staff Responsible for Monitoring:** Campus administration and strategists				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide transportation for migrant students for the purpose of providing community service, leadership academies, workshops, conferences and college/ university visits, and after/before school and Saturday tutorials. **Strategy's Expected Result/Impact:** increase awareness of post secondary education; increase community involvement **Staff Responsible for Monitoring:** Migrant strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Implement strategies to address the following areas in migrant student accountability: Decreasing the migrant drop-out rate, increasing the migrant graduation rate, increasing the number of seniors taking college entrance exams and STAAR EOC attendance rate **Strategy's Expected Result/Impact:** Meet state standards **Staff Responsible for Monitoring:** Migrant Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	65%	75%	80%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide celebrations, certificates, prizes, plaques, ribbons and small trophies that are nominal in cost to celebrate migrant student participation and success/recognition during the school and end of school year. Continue graduation incentives for students who meet completion requirements. These include, but are not limited to Migrant Senior Recognition Events, Campus Wide Recognition Assemblies, recognition during district events such as PAC meetings or school board meetings, publishing acknowledgments in District Newsletters, Migrant Club Meetings, etc. **Strategy's Expected Result/Impact:** Recognition of student success **Staff Responsible for Monitoring:** Migrant Strategists, MEO/Edgenuity Lab Teachers	0%	0%	80%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Project M.U.S.E (Migrant University Summer Experience) that will include credit advancement, college course for measures, and college readiness. **Strategy's Expected Result/Impact:** Increase college awareness while experiencing post-secondary coursework **Staff Responsible for Monitoring:** Dean of Instruction, Migrant Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	0%	0%	0%	

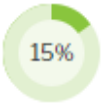
Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Coordinate with content area teachers for regular school tutorials including Edgenuity and content support. **Strategy's Expected Result/Impact:** Increase in student participation **Staff Responsible for Monitoring:** Principal, Deans of Instruction, Counselors, Migrant Education Options Teachers, Parents **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	30%	50%	75%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Incorporate various technological approaches to inform staff of the migrant program guidelines and updates. **Strategy's Expected Result/Impact:** Increase migrant program awareness on campus **Staff Responsible for Monitoring:** Migrant Strategists	40%	95%	95%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide strategies to assist students in making post-secondary choices, including college/university visits, financial aid workshops, College Assistance Migrant Program, Pathway to Scholarship program, and Texas Success Initiation progress. Facilitate the process for college entrance exams by assisting migrant students with ACT/SAT/PLAN/PSAT/TSI registration and track their progress. **Strategy's Expected Result/Impact:** Increase post secondary admissions **Staff Responsible for Monitoring:** Migrant Strategists, MEO Teachers, Counselors, CATE Director/Supervisor/Teachers, Financial Aid Specialist/Clerk **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	25%	70%	80%	

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Assign secondary migrant strategists to coordinate and align proper graduation requirements and guide students for on-time graduation and increase the migrant graduation rate to 75% or higher, and provide academic intervention such as individual counseling presentations to significantly decrease the annual dropout rate. **Strategy's Expected Result/Impact:** Increase in the promotion and graduation rates **Staff Responsible for Monitoring:** Principal, Migrant strategists, counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	70%	80%	85%	100%

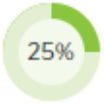
Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Ensure migrant students taking the EOC exams are present at testing time by monitoring attendance and providing appropriate interventions, and providing the appropriate remedial courses for failed EOC exams. (BG 2) **Strategy's Expected Result/Impact:** Increase number of migrant students taking STAAR Assessments **Staff Responsible for Monitoring:** Migrant Strategists, Attendance Clerks, Deans of Instruction, Truancy Officers	0%	80%	80%	100%

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Failure intervention and data analysis, to include benchmark testing results and follow conferencing on student progress, parent calls, teacher consultations, administrator consultations, DAEP visits, home visits, attendance monitoring, letters, notes, student assistance committee, etc. **Strategy's Expected Result/Impact:** To be aware of student academic progress **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Teachers, Counselors, Migrant Strategists, MEO Teachers, Parents **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Review transcripts to ensure migrant students are on track for graduation and implement credit consolidation, credit recovery, credit accrual, and schedule credit deficient migrant students into Migrant Education Options Lab. **Strategy's Expected Result/Impact:** Make sure students are on-time for graduation **Staff Responsible for Monitoring:** Counselors, Migrant Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21: Provide funds to purchase supplies to migrant staff in order to operate migrant classrooms and offices from warehouse or approved vendors, including but not limited to pencils, paper, markers, posters, glue sticks, desks, chairs, filing cabinets, shredder, shelves, science equipment, etc. **Strategy's Expected Result/Impact:** efficient work performance **Staff Responsible for Monitoring:** Principal, Migrant Strategists				

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 22: Provide for ongoing Staff Development for Migrant staff in the core areas, program guidelines, and student initiatives. Provide ongoing professional development and opportunities to attend MEP conferences and other conferences for MEP staff: including ID/R and NGS training. **Strategy's Expected Result/Impact:** MEP staff will remain up to date on any and all migrant related policies and procedures. **Staff Responsible for Monitoring:** Principal, Deans of Instruction, Federal Programs Director, Department heads, Central Office				

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 23: Inform parents on the financial aid process, college admissions process, and migrant program updates. (BG 3) **Strategy's Expected Result/Impact:** Increase college awareness for parents **Staff Responsible for Monitoring:** migrant strategists, counselors, financial aid specialists, counselors				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Donna 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 10: Fine Arts: Students will perform in local, area, regional and state competitions.

Targeted or ESF High Priority

Evaluation Data Sources: Ratings in each round of competition will be used for evaluation purposes.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Continue providing supplies/ equipment/fees/meals/ travel lodging 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	50%	50%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All Fine Arts Teachers will provide concerts, recitals, exhibits, and performances for Parents and Community. Provide Refreshments, Costumes, Sets, Music, Video, Audio, Technology Equipment, Consultants, etc...to facilitate events. **Strategy's Expected Result/Impact:** Exhibits & Recitals **Staff Responsible for Monitoring:** Fine Arts Staff	55%	75%	85%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide opportunities for Fine Arts staff to attend trainings/ conferences in respective areas of need. Including: TMEA, TCDA, TBA, TDA, TAEA, TETA, Thespians, etc. Provide funds for outside consultants to support Fine Arts Curriculum. **Strategy's Expected Result/Impact:** Lesson Plans **Staff Responsible for Monitoring:** Fine Arts Director	60%	60%	65%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Schedule recognition activities for student performances and student incentives for fine arts clubs and organizations, including but not limited to, the Art Club, End of Year Banquet, Mariachi Performances, inclusive of all Fine Art Programs, etc. **Strategy's Expected Result/Impact:** Student Participation List **Staff Responsible for Monitoring:** Fine Arts Director and Staff	20%	20%	20%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: 5. Provide resources to support competitions and try outs hosted including judges fees and other necessary supplies, including allowing for all Fine Art Clubs to fund raise for club shirts, competition registration, field trips, and supplies. **Strategy's Expected Result/Impact:** Participation Lists Final Results Lists **Staff Responsible for Monitoring:** Fine Arts Director and Staff	20%	20%	25%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Allow for the all Fine Arts Clubs and Organizations to fund raise for club shirts, competition registration, field trips, and supplies. **Strategy's Expected Result/Impact:** Participation Lists Inventory Lists **Staff Responsible for Monitoring:** Fine Arts Director & Staff	10%	10%	10%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Allow for transportation to and from different venues and events for educational, fund-raising, and community service opportunities, including Rio Reforestation. **Strategy's Expected Result/Impact:** awareness community awareness **Staff Responsible for Monitoring:** campus administration art teachers	15%	20%	40%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Allow funds for the purchase of materials, supplies, equipment and storage to effectively instruct students, including pottery supplies, kiln supplies, technology, etc. **Staff Responsible for Monitoring:** Campus Administration Art Teachers	25%	25%	55%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide trainings and staff development in CPR, First Aid, and AED skills. **Strategy's Expected Result/Impact:** CPR Certification **Staff Responsible for Monitoring:** Campus Administration, Fine Arts Director				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Donna 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 11: Physical Education: Students in the physical education/ health classes will master at least 80% of the concepts and required skills, and DHS will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for p.e. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Targeted or ESF High Priority

Evaluation Data Sources: Students will be able to demonstrate mastery on written and performance based assessments.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Collect fitness data for all students enrolled in PE/Health using FITNESSGRAM. **Strategy's Expected Result/Impact:** Annual Fitness Gram Data **Staff Responsible for Monitoring:** Campus PE Teachers and Department Chairs	30%	40%	40%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Schedule students into appropriate and required PE and Health courses, according to students' grad plans. **Strategy's Expected Result/Impact:** Transcripts, Credits, Grades **Staff Responsible for Monitoring:** Principal, Deans, and Counselors	90%	95%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide funds to purchase CPR/First Aid/AED Training materials and participant manuals/CPR certification, PE Uniforms, locks for lockers, PE equipment for students and staff. **Strategy's Expected Result/Impact:** CPR Certification for all students. **Staff Responsible for Monitoring:** Principal	60%	75%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide trainings and staff development in Fitness Gram, CPR, First Aid, and AED skills. **Strategy's Expected Result/Impact:** Sign ins, Agendas, Certificates of Completion **Staff Responsible for Monitoring:** Athletic Director, Principal, Deans, Department Chair				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Donna 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 12: Athletics: Students will compete in local, area, regional and state competitions in all individual and team sports.

Targeted or ESF High Priority

Evaluation Data Sources: Students and teams advancing to the various rounds of competition will be used for evaluation purposes.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Continue to provide supplies, equipment, fees, meals, and travel for students to be successful in athletic courses and competitions for all sports, including basketball, volleyball, soccer, cheer, Teepee crew, etc. This is to include: athletic supplies, uniforms, sports equipment, competition fees, meals, travel and lodging, registration fees for students and staff, maintenance supplies, athletic facilities, software, etc. **Strategy's Expected Result/Impact:** student participation lists **Staff Responsible for Monitoring:** Athletic director cheer sponsor	50%	75%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide funds to purchase supplies/ equipment for all sports, including services provided. Funding sources to include eligible grant funding such as Target Grant. **Strategy's Expected Result/Impact:** Student Participation list **Staff Responsible for Monitoring:** Athletic Director **Funding Sources:** - Student Activity 865	75%	75%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide funds to purchase basket to present to opposing team at the onset of football game. **Strategy's Expected Result/Impact:** Student participation list **Staff Responsible for Monitoring:** Principal	50%	60%	70%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide funds for all athletic & cheerleading staff to attend trainings/conferences to keep up to date with current UIL side by side rules, CPR/AED, Fitness Gram training, etc. . **Strategy's Expected Result/Impact:** Agendas, Sign-in Sheets, Student Rosters **Staff Responsible for Monitoring:** Athletic Director	50%	60%	70%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide funds for activities and ceremonies recognizing students for their achievements & provide opportunities for parents to attend special student recognition events, including Parent's Night. **Strategy's Expected Result/Impact:** Parent Sign-in Sheets, participation lists **Staff Responsible for Monitoring:** Athletic Director	40%	65%	65%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: 18) Provide funds for the various athletics clubs/organizations, such as the Wrestling Club,Volleyball, & Girls' Soccer Program, to purchase fan shirts and allow opportunities for members to fundraise money for field trips, transportation, shirts, meals, and other incentives. **Strategy's Expected Result/Impact:** Rosters Invoices **Staff Responsible for Monitoring:** Campus Administration Coaches/Sponsors **Funding Sources:** Fan Shirts - Student Activity 865, Student Sweatshirts/Hoodies - Student Activity 865	45%	70%	80%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Allow for utilization of funds raised by student athletes to be disbursed for student assistance in emergency situations, such as deaths in the immediate family, house fires, etc. **Staff Responsible for Monitoring:** Administration Coaches/ club Sponsors	20%	20%	20%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Allow fundraising funds to be utilized for athletic promotion to include billboard ads and other advertisements. **Staff Responsible for Monitoring:** Administration Coaches **Funding Sources:** - Student Activity 865	40%	40%	40%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide funds for athletic trainers to attend pertinent & necessary trainings, conferences, & workshops to include transportation, meals, lodging, registration fees, etc. **Strategy's Expected Result/Impact:** Continuing Education Hours **Staff Responsible for Monitoring:** Principal Athletic Director				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Donna 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: DLPAC: The Campus will maintain 100% of the required members in both District and Campus Level Planning and Advisory Committees to oversee all improvement activities at least 5 times per year.

Evaluation Data Sources: CLPAC and DLPAC Sign In Sheets and Agendas

Summative Evaluation: Met Objective

Goal 6: Donna 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: Parental Involvement Department: The Campus will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at campus meetings/events each year.

Targeted or ESF High Priority

Evaluation Data Sources: Parent meeting sign in sheets and agendas.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide increased opportunities for parental involvement. **Staff Responsible for Monitoring:** Administration Staff	20%	20%	30%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: Donna 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: Hire a Financial Aid Facilitator to ensure post-secondary readiness by focusing organizational efforts and aligning school resources to make certain that all students are college and career ready by assisting students and parents in completing and submitting applications for required assessments and applications for college admission, financial aid and scholarships, and other admission requirements. In coordination with the T-STEM, and counseling staff, encourage students toward post-secondary education admission, a relevant pathway to a career, or military service.

Evaluation Data Sources: TSI/ACT/SAT Testing calendar, Tutorials, Sign-in sheets, Meetings, College Applications, Financial Aid Night, College visits, Career Days,

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Announce, organize, and administer all required entrance exams including the TSI, ACT, & SAT. Announcing all admission windows and deadlines, financial aid, and scholarship availabilities and encouraging all qualified students toward post-secondary education. Search for scholarship possibilities via the Internet, community, organizations, and businesses. Collaborating with DISD Advanced Academics Department and other DISD High School Financial Aid Facilitators to coordinate and organize the District's College Night. **Strategy's Expected Result/Impact:** Increase the number of students taking the TSI/ACT/SAT. Scholarship opportunities Performing outreach through various speaking events in regards to Senior Parent Orientation Night / FAFSA Night **Staff Responsible for Monitoring:** Administration, Counselors, Deans of Instruction **TEA Priorities:** Connect high school to career and college, Improve low-performing schools **Funding Sources:** - Title IV 289	40%	60%	85%	100%

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	3			$14,369.28
2	7	4	ExC-ELL Training		$0.00
2	7	5	ABYDOS		$0.00
2	7	7	STAAR EOC Tutorials		$0.00
3	1	1	TSI Tutorials		$0.00
3	4	1	ACT Tutorials		$0.00
3	4	2	Advanced Placement Tutorials		$0.00
3	11	4	AVID Summer Institute		$0.00
5	8	10			$0.00
				Sub-Total	$14,369.28
				Budgeted Fund Source Amount	$64,129.66
				+/- Difference	$49,760.38

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	4	ExC-ELL Training		$0.00
2	7	5	ABYDOS		$0.00
3	4	1	ACT Preparation Materials		$0.00
3	4	2	Advanced Placement Materials		$0.00
3	8	19			$0.00
3	8	20			$0.00
3	9	4	Instructional Materials to support instruction		$0.00
3	11	4	AVID Summer Institute		$0.00
4	3	2			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$307,538.00
				+/- Difference	$307,538.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	5	Teacher/Admin Travel		$0.00
2	7	7	STAAR EOC Tutorials		$75,000.00
3	1	1	TSI Tutorials		$0.00
3	4	1	ACTTutorials		$0.00
3	4	2	Advanced Placement Tutorials		$0.00
3	9	4	Instructional Materials to support instruction		$0.00
3	11	4	AVID Summer Institute		$0.00
5	8	1	Credit Retrieval		$75,000.00
5	8	8		211.32.6499.00.001.24.0.00	$3,750.00
				Sub-Total	$153,750.00
				Budgeted Fund Source Amount	$54,440.00
				+/- Difference	-$99,310.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	4	ExC-ELL Training		$0.00
2	7	5	Lead4Ward Consultants		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$12,276.00
				+/- Difference	$12,276.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	4	ExC-ELL Training		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$5,454.00
				+/- Difference	$5,454.00

Student Activity 865					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	8	18			$0.00
5	8	15			$0.00
5	9	7			$0.00

Student Activity 865					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	12	2			$0.00
5	12	6	Fan Shirts		$0.00
5	12	6	Student Sweatshirts/Hoodies		$0.00
5	12	8			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10,000.00
				+/- Difference	$10,000.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	9	3	Purchase of ACT Aspire exams, score reports, and labels.		$0.00
3	11	5			$0.00
5	2	4			$28,000.00
6	3	1			$0.00
				Sub-Total	$28,000.00
				Budgeted Fund Source Amount	$25,872.00
				+/- Difference	-$2,128.00
				Grand Total Budgeted	$479,709.66
				Grand Total Spent	$196,119.28
				+/- Difference	$283,590.38

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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- 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. 30
- 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. 46
- 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. 58
- 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. 61
- 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. 68

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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% Hipanic 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 continous improvement throughout the years as indicated be 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 dissegregate 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 feeback 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 to much space to monitor to a point where it deters misbehavior, but with new cameras being installed inside and outside the building there should 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 are 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.	Formative			Summative
	Sept	Dec	Mar	June
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**				

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.	Formative			Summative
	Sept	Dec	Mar	June
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**				

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.	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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**				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide transportation and funding for educational field trips for all students, clubs, and organizations.				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

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.	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 5 Details	Reviews			
Strategy 5: Provide resources to supplement instruction such as Spanish English Dictionary, textbooks, workbooks and any supplies (warehouse included) needed.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Improved performance on EOC for ELL's. **Staff Responsible for Monitoring:** Principal, ELL Strategist, Deans				

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.	Formative			Summative
	Sept	Dec	Mar	June
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				

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.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Travel Request form **Staff Responsible for Monitoring:** LPAC Coordinator, Campus Principal,				

No Progress Accomplished Continue/Modify Discontinue

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.	Formative			Summative
Strategy's Expected Result/Impact: Contracted author's documentation, flyers and sign-ins for literacy fairs.	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus Administration, Librarians, Library Assistants				

Strategy 2 Details	Reviews			
Strategy 2: Teach technology TEKS to students.	Formative			Summative
Strategy's Expected Result/Impact: Lesson plans from Teacher and librarian Class schedule	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus Administration, Librarians				

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.	Formative			Summative
Strategy's Expected Result/Impact: Collection of analysis and inventory list, Requisitions, List of eligible participating students	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus Administration, Librarian, Library Assistants, Department Heads				

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.	Formative			Summative
Strategy's Expected Result/Impact: Student sign-in sheets and extra duty time sheets Flyers, sign-ins, roster of participants	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus Administration, Librarians, Librarian Assistants				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Create a warm, friendly environment. Update and replace furniture and decor as needed, repaint when necessary. **Staff Responsible for Monitoring:** Administration Librarian				

No Progress

Accomplished

Continue/Modify

Discontinue

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.	Formative			Summative
	Sept	Dec	Mar	June
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**				

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.	Formative			Summative
	Sept	Dec	Mar	June
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**				

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.	Formative			Summative
	Sept	Dec	Mar	June
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**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 7 Details	Reviews			
Strategy 7: Monitor implementation of best instructional practices presented during professional development and all staff training.	Formative			Summative
	Sept	Dec	Mar	June
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**				

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.	Formative			Summative
	Sept	Dec	Mar	June
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				

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.	Formative			Summative
	Sept	Dec	Mar	June
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				

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.	Formative			Summative
	Sept	Dec	Mar	June
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**				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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.	Formative			Summative
	Sept	Dec	Mar	June
(BG1) (BG3) **Strategy's Expected Result/Impact:** List of assignments and books **Staff Responsible for Monitoring:** Campus Administration, Librarians, Pre-AP Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Provide G/T & AP instructional resources to supplement instructional programs in all core areas, when applicable.	Formative			Summative
	Sept	Dec	Mar	June
(BG1) (BG3) **Strategy's Expected Result/Impact:** Classroom observations, lesson plans, and assessments **Staff Responsible for Monitoring:** Campus Administration				

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.	Formative			Summative
	Sept	Dec	Mar	June
(BG1) (BG3) **Strategy's Expected Result/Impact:** ACT Test Results **Staff Responsible for Monitoring:** Deans, Counselors				

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			
	Formative			Summative
	Sept	Dec	Mar	June
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				

No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 5 Details	Reviews			
Strategy 5: Recognize student academic performance and improvement in student behavior.	Formative			Summative
	Sept	Dec	Mar	June
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				

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.	Formative			Summative
	Sept	Dec	Mar	June
(BG1) **Strategy's Expected Result/Impact:** Increase reading fluency and comprehension. **Staff Responsible for Monitoring:** Campus Administrators, Special Education Case Managers, Department Head				

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.	Formative			Summative
	Sept	Dec	Mar	June
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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Testing Supplies- EOC preparation				

No Progress Accomplished Continue/Modify Discontinue

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.	Formative			Summative
	Sept	Dec	Mar	June
(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				

Strategy 5 Details	Reviews			
Strategy 5: Initiate, improve, expand and modernize quality CTE programs, including relevant technology.	Formative			Summative
	Sept	Dec	Mar	June
(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				

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.	Formative			Summative
	Sept	Dec	Mar	June
(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				

Strategy 7 Details	Reviews			
Strategy 7: Provide activities to support entrepreneurship education and training.	Formative			Summative
	Sept	Dec	Mar	June
(BG1) (BG3) **Strategy's Expected Result/Impact:** Training Plans, Student Schedules, Activity Participation **Staff Responsible for Monitoring:** CTE Director, Principal, CTE Staff				

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.	Formative			Summative
	Sept	Dec	Mar	June
(BG1) (BG3) **Strategy's Expected Result/Impact:** Training Plans, Student Schedules, Activity Participation **Staff Responsible for Monitoring:** CTE Director, Campus Principal, CTE Staff				

Strategy 9 Details	Reviews			
Strategy 9: Support training and activities in nontraditional fields	Formative			Summative
	Sept	Dec	Mar	June
(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				

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.	Formative			Summative
	Sept	Dec	Mar	June
(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				

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.	Formative			Summative
	Sept	Dec	Mar	June
(BG1) (BG3) **Strategy's Expected Result/Impact:** Activity Participation, Contact Logs, Informative Program Material **Staff Responsible for Monitoring:** CTE Director, Campus Principal, CTE Staff				

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

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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**				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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**				

No Progress Accomplished Continue/Modify Discontinue

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.	Formative			Summative
	Sept	Dec	Mar	June
(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				

Strategy 2 Details	Reviews			
Strategy 2: Link CTE at the secondary campuses and postsecondary levels.	Formative			Summative
	Sept	Dec	Mar	June
(BG1) (BG3) **Strategy's Expected Result/Impact:** Student Schedules, PEIMS, PBM, Certification/College Hours Earned **Staff Responsible for Monitoring:** Campus Principal & CTE Staff				

Strategy 3 Details	Reviews			
Strategy 3: Develop, improve, or expand the use of technology in CTE programs.	Formative			Summative
	Sept	Dec	Mar	June
(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				

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			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

No Progress Accomplished Continue/Modify Discontinue

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.	Formative			Summative
	Sept	Dec	Mar	June
(BG1) (BG3) **Strategy's Expected Result/Impact:** List of assignments and books **Staff Responsible for Monitoring:** Campus Administration, Librarians, Pre-AP Teachers				

Strategy 2 Details	Reviews			
Strategy 2: Provide G/T & AP instructional resources to supplement instructional programs in all core areas, when applicable.	Formative			Summative
	Sept	Dec	Mar	June
(BG1) (BG3) **Strategy's Expected Result/Impact:** Classroom observations, lesson plans, and assessments **Staff Responsible for Monitoring:** Campus Administration				

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.	Formative			Summative
	Sept	Dec	Mar	June
(BG1) (BG3) **Strategy's Expected Result/Impact:** ACT Test Results **Staff Responsible for Monitoring:** Deans, Counselors				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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**				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

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

0% No Progress 100% Accomplished Continue/Modify Discontinue

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.	Formative			Summative
Strategy's Expected Result/Impact: T-TESS Goal Setting Conference Observations/Walk-throughs **Staff Responsible for Monitoring:** Campus Administrators	Sept	Dec	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Include department heads and other teachers in the interview committee.	Formative			Summative
Strategy's Expected Result/Impact: Report of certified teachers **Staff Responsible for Monitoring:** Principal, Deans, Department Heads,	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.	Formative			Summative
Strategy's Expected Result/Impact: Surveys **Staff Responsible for Monitoring:** CLPAC Members	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Provide supplies and materials for office staff and administration.	Formative			Summative
Staff Responsible for Monitoring: Campus Administration	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	Formative			Summative
Strategy's Expected Result/Impact: Recognitions **Staff Responsible for Monitoring:** Campus Administration	Sept	Dec	Mar	June

No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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				

No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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				

 No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

0% No Progress 100% Accomplished Continue/Modify Discontinue

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.	Formative			Summative
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	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.	Formative			Summative
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	Sept	Dec	Mar	June

No Progress

Accomplished

Continue/Modify

Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

No Progress

Accomplished

Continue/Modify

Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

No Progress

Accomplished

Continue/Modify

Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

No Progress

Accomplished

Continue/Modify

Discontinue

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			
	Formative			Summative
Strategy 1: CLPAC will meet 1 time per month. **Strategy's Expected Result/Impact:** Make campus decisions. **Staff Responsible for Monitoring:** Principal	Sept	Dec	Mar	June

Strategy 2 Details	Reviews			
	Formative			Summative
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	Sept	Dec	Mar	June

No Progress Accomplished Continue/Modify Discontinue

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			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

No Progress Accomplished Continue/Modify Discontinue

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.	Formative			Summative
Strategy's Expected Result/Impact: Improve communication.	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Deans				

Strategy 2 Details	Reviews			
Strategy 2: Integrate Spanish into the Donna North HS website.	Formative			Summative
Strategy's Expected Result/Impact: Improve communication.	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Webmaster				

Strategy 3 Details	Reviews			
Strategy 3: Provide ESL program strategies to parents to implement at home.	Formative			Summative
Strategy's Expected Result/Impact: Improve English Language development.	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Teachers & Deans **Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Donna Independent School District

Donna Early College High School

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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Graduation, Completion, Dropout, and GED rates

Course/Class Assignments

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Data Sources Reviewed
List the sources your campus or department actually drew from.

School Report Cards/EOC Score Reports/TELPAS Results
PEIMS Fall Snapshot Data

TEAMS Attendance/Enrollment Reports; Graduation/completion rates

Focus Questions

What do enrollment numbers indicate? DECHS is in it's planning year this 2019-2020 school year. Because we have not been in operation a full year, we cannot report student enrollmet. However, student recruitment numbers indicate that there is an interest for students to earn up to 60 college credit hours or an Asscociate Degree as they earn their high school diploma simultaneously. Despite the difficulties in face-to-face recruitment efforts posed by Covid- 19, 109 of the 12 cap were recruited for the 2020-2021 school year. Based on latest TEA Texas Academic Performance Report (TAPR), there were 1,300 9th graders enrolled in the district. For the purpose of looking at existing data, I've looked at one of the traditional high schools (Donna High School) as an example. There were 2,046 students enrolled: 90.32% labeled ED, 29.62% ELL, and 73.46% At-Risk.

Donna Early College High School demographics (based on students' intent to enroll) is as follows:

72 (66%) At-Risk; 95 (87%) ED; 42 (39%) LEP; 42 GT (39%); 4 SpED (3.7%); 4 Migrant (3.7%)

What is the breakdown by ethnicity, gender, or other category?
Gender: Male= 44 (40.4%); Female= 65 (60.6%)
Am. Indian/Alaskan: 0.0% (0)
Hispanic: 100% (109)
African American: 0.0% (0)
White: 0.0% (0)
Asian: 0.0% (0)
3. How has the enrollment changed over the past three years?

N/A- TEA Planning Year

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

72 (66%) At-Risk; 95 (87%) ED; 42 (39%) LEP; 42 GT (39%); 4 SpED (3.7%); 4 Migrant (3.7%)
5.What is the data for special programs over time?

N/A

But trends in sister high schools show that there has been increase in students receiving Special Education services, while CT, GT, and ELL numbers have decreased. Based on Spring 2018 STAAR EOC (2019 not available) score reports, scores for Special Education students have increased for English I, English II, Biology, and US History while scores on the Algebra State Assessment have remained constant from the prior year administration. Scores for ELL students have increased for English I, English II, and Biology, while their scores on the Algebra and US

History state assessment have decreased from the prior year administration.

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

N/A

Will monitor student groups, specifically to see if students are not exited from the program priorto graduation.
In our traditional high school, students who exit special programs are very few.
Various reasons students have exited include change of endorsement, career/personal interests evolve, pass/fail EOC Assessments/TELPAS or other diagnostic indicators that determine admission/exit from special programs.
7. Who are our at-risk students? What is their at-risk category?

Based on the 109 students who have been recruited and intend to enroll in the fall of 2020, 72 (66%) are considered At-Risk of dropping out of high school.
AT-RISK-INDICATOR-CODE indicates whether a student is currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction). Please note that a student with a disability may be considered to be at-risk of dropping out of school if the student meets one or more of the statutory criteria for being in an at-risk situation that is not considered to be part of the student's disability. A student with a disability is not automatically coded as being in an at-risk situation. Districts should use the student's individualized education program (IEP) and other appropriate information to make the determination.
A student at-risk of dropping out of school includes each student who is under 21 years of age and who:
is in grade 7,8,9,10,11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
was not advanced from one grade level to the next for one or more school years;
did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
is pregnant or is a parent;
has been placed in a alternative education program in accordance with TEC §37.006 during the preceding or current school year;
Has been expelled in accordance with TEC §37.007 during the preceding or current school year;
is currently on parole, probation, deferred prosecution, or other conditional release;
was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
is a student of limited English Proficiency, as defined by TEC §29.052;

is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term "homeless children and youths", and its subsequent amendments; or resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
Low income students along with minorities.
8. Who are our Migrant students?

Based on the 109 students who have been recruited and intend to enroll in the fall of 2020, 4 students have been identified as Migrant students. A migrant student is a child between 3 and 21 years of age who is, or whose parents, spouse, or guardian is , a migratory agricultural worker, including a migratory dairy worker, or migratory fisher, and who, in the preceding 36 months, in order to obtain, or to accompany such parent, spouse or guardian in order to obtain temporary or seasonal employment in agricultural or fishing work, has moved from one district to another.
9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students?

N/A- Will monitor student groups, specifically to identify moblity trends.
10. What area of the community do these students come from?

Low income areas
Students come from neighboring school districts, zoned rural subdivisions, colonias, and within city limits.
11. What are the staff demographics?

N/A- Staff has still not been hired.
12. What are the teacher/student ratios? How do these ratio compare to performance?

N/A- Planning Year

Demographics Strengths

1. Stong partnership with South Texas College to implement the early college model.

2. Afford students the opportunity to begin taking college courses as early as 9th grade, tuition-free.

3. High percentage of Hispanic, At-Risk, and Economically-Disadvantaged students enrolled in college courses and AP Courses.

4. Access to the college facilities and resources

5. Personalized student advisement

6. Teachers highly qualified to teach in their content area.

Problem Statements Identifying Demographics Needs

Problem Statement 1: TSI scores need to be improved so that students may begin taking college courses as early as 9th grade. **Root Cause:** No spiraling of TSI curricula into content area to improve TSI index scores.

Problem Statement 2: : Target population*(who have failed 8th grade STAAR math and English)are under prepared for accelerated instruction received immediately at the DECHS. **Root Cause:** Students entering 9th grade are not TSI college-ready.

Student Achievement

Student Achievement Summary

Data Sources

State Assessment Data

TELPAS and AMAO Results

SAT/ACT/PSAT Results

Advanced Course/Dual Enrollment Data

Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures

School Report Card

Texas Success Initiative (TSI) Data

Course/Class Grades

Graduation, Completion, Dropout, and GED Rates; Diploma Types

Promotion/Retention Rates

Classroom and Program Assessments and Other Data

Student Work

Data Sources Reviewed
List the sources your campus or department actually drew from.

- EOC/TELPAS Results
- DHS School Report Card
- Promotion/retention data
- Graduation, Completion, Dropout/Leaver data
- Student Grades & Classwork
- ACT,PSAT/SAT,TSI results
- College Readiness Indicators
- SAT/ACT Standardized Test Results
- AWARE

Focus Questions

1. How is student achievement data disaggregated?

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

2. How does student achievement data compare from one data source to another? (STAAR v. TELPAS v. AYP v. Grades v. Standardized Testing v. Graduation Rate, etc.)

Benchmark results, bundle exams, and STAAR EOC results are showing an increase as the year progresses.Aware offers accurate data

every Six Weeks and is at the teacher's disposal on a daily basis. The Principal's presentations are in depth, and instructional action plans are detailed.
- The data varies in content subject area, and in the standards that are set for student achievement.

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

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

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

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

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

5. Which students are making progress? Why?

- All student populations are making progress because instructors are utilizing data desegregation and accountability. Many programs, like the Ambassadors, target students at the 9th grade level, which serves as a mentorship program. Diverse Learners, LEP students, and At-Risk students are all making progress, even if at times minimal. Accommodations are utilized to assist students.
- Our socioeconomic status students are making progress because of the technological and academic opportunities provided through Donna ISD.

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

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

7. What does the longitudinal student achievement data indicate?

- Data indicates progress is ongoing, and there is positive growth towards campus goals.
- Benchmark data shows that students are mastering the TEKS being tested and the passing scores are increasing yearly. Students with good support systems do well as compared with students without. There was decrease in English I from 56% to 44%; an increase in English II from 50% to 52%; Algebra decreased from 86% to 79%, Biology slightly increased 84% to 85%, and US History decreased from 96% to 92%.
- Students who did not previously pass the STAAR test have passed the STAAR this year as a result of Math 9, Math 10, Math 11 classes.

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

- Data reflects the students' progress and mastery as well as areas which need improvement.
- All core areas show improvement across the board based on Benchmark data. US History continues to surpass other subject areas in EOC scores as is the trend across the state. English and Algebra scores tend to be lower as compared to Biology and US History.
- The data reflects individual student growth.
- Content areas are improving with the implementation of various programs such as TSTEM.

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

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

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.?

- Every student at Donna High School is making annual progress. Data that is collected throughout the years shows how student scores are progressing across multiple demographics. There is not a single group of students at a disadvantage due to the opportunities provided by the district.
- Students with good attendance and minimal behavioral problems have shown annual progress. Students who are self-motivated and seek additional help have shown growth. Students in advanced courses, such as CC, AP , and TSTEM are motivated to excel.

Student Achievement Strengths

1. Solid data monitoring system

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

3. Students are mastering the US History STAAR EOC exam.

4. Interventions for students with needs

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

6. Programs such as "Be the Change", Ambassadors, tutorials, and others that target student groups and provide students with the opportunities to expand what they've learned.

7. Graduation rates are increasing.

8. Curriculum

9. ACT Bellringers (testing)

10. Collaboration/team planning

11. Abydos training

12. AP Exam participation

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special populations including LEP, SPED, and MIGRANT perform below the general population. **Root Cause:** Gaps exist with reading levels of incoming high school students.

Problem Statement 2: STAAR EOC scores in the area of English I and English II continue to be the lowest **Root Cause:** Additional resources are needed, and there is not sufficient time within each bundle to adequately teach the required TEKS.

Problem Statement 3: Teachers struggle to provide differentiated instruction to all special student population groups. **Root Cause:** Teachers need additional tools, training, and support to meet the individual needs of all special student population groups.

School Culture and Climate

School Culture and Climate Summary

Data Sources

- Surveys
- Questionnaires
- Focus Groups
- Interviews
- Feedback Data
- Classroom and School Walkthrough Data
- Parent Conferences, Meetings, etc./ Student & Staff Monthly Calendars

Data Sources Reviewed

List the sources your campus or department actually drew from.

- Focus groups, Parent and Staff Interactions
- Staff and student random samplings from department/staff and students.

Feedback Data

Meetings, Agendas, Sign-ins

Focus Questions

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

There is great Redskin pride visible throughout and amongst all students. There is a great sense of community within the school. Some students feel overwhelmed with bundle testing and too many trailer courses. As for the staff, many staff members have favorable opinions of the school climate. Despite the negative outsider perception of the district, staff morale is boosted by the fact that DHS has increased exam scores and we have strong collegial support. Students, however, feel that most adults in the school seem to be caring and understanding. The staff took extra time before weekends to caution students about becoming involved in dangerous activities. Other students reported about meetings with counselors who provided help to those students who might have been expelled from school without the assistance. Freshmen students indicated that the Ambassador program helped them understand various things from upperclassmen to help make their first year at DHS a smooth transition. Other students also indicated that the 7 Habits which were implemented during Advisory assisted with decision making for them.

Students describe the school climate as welcoming, supporting, and encouraging with a sense of belonging, safety, and personalized instruction; staff feels the same.

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

Students are continuously motivated to "Be the change" and succeed in a variety of programs at DHS: the Ambassadors Program, UIL Academics, UIL Athletics, UIL Music, Gear UP, AVID, and mentoring programs. Other evidence is the high graduation rate and low dropout rate. Also, in Academics and Career and Technology, there is a great strive for student achievement. Other evidence includes college ready objectives, relevant lessons, and student performance. On the other hand, some staff feel we need to create a campus vision that needs to be shared with students and staff weekly during the announcements.

Staff is aligned by encouraging students to participate in programs such as AP courses, STEM program, dual enrollment, and the OnRamps program. The students are slowly coming around to this idea and vision, but it takes time.

3. **How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?**

- Staff model respect and proper attitude in the classroom toward students. We also give a sense of belonging to each student. Students try to demonstrate proper behavior and attitudes by maintaining grades, behavior, etc. They try to belong by participating in all campus activities and opportunities. Most students are very respectful and have a positive attitude towards the school and staff. It is only a small group of students who are constantly sent to the office with referrals. It is usually this same small group that will get in trouble, fail classes, and exhibit disrespect. Overall, because of the similarity between student and staff demographics, both parties tend to share similar values. That, along with the respect and pride, give a great sense of belonging.

- Students and staff share the same culture; therefore, they have mutual respect for each other.

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

Students with disciplinary issues tend to have academic struggles due to lack of motivation from their home environment. Data reflects that the students who are involved in extracurricular activities typically do have people in their lives to model good behavior, a family support system, and motivation toward academic success.

Data reflects that action is being taken for discipline (AC, Suspension, DAEP, etc), and that there is a better connection with teachers for continued education.

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

Here at Donna High School, students and staff do feel physically safe. We have thankfully not had many incidents over the past few years that have made us feel otherwise. Naturally, when a violent incident occurs at another school, fear levels rise amongst staff and students, and security is enhanced in response. Thanks to the upgrades such as the fence, staff feels even more secure. Also the the fence on the school perimeters makes the school safe and attractive.

Overall, it is a safe environment, but the school structure with may exits and entrances contribute to some insecurities when it comes to school safety.

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

As staff, we start addressing our expectations of our classrooms/areas and the consequences for violating these expectations on Day 1 of the school year. Beginning with freshmen orientation and registration for the rest of the school, expectations are constantly instilled in the students to understand the rules. More parental involvement is needed for support. On a daily basis, we reinforce proper behavior and academic integrity. The expectations of students involved in extracurricular activities are typically of a higher standard, and they are stated in club or organization constitutions or rules. Students believe as DHS graduates, they are ready to head to college or trade of their choice.

Students are aware of the high expectations to pursue a higher education, and the staff constantly reminds students about options, etc.

The expectations are high across the board and there are many AP classes and college courses available. The school also offers many extracurricular activities for students to be engaged.

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

Students who participate and are involved in extracurricular activities seem most satisfied. They also tend to have fewer attendance issues. This group includes students of Band, Athletics, AVID, CTE, Student Council, and students in advanced academic and dual enrollment courses.

Also, students who truly want to excel and students who have appropriate beliefs, values, attitude, and expectations tend to have better attendance and are satisfied with the school's culture and climate.

Students that participate and are involved in activities seem most satisfied. They tend to have fewer attendance issues.

8. **What does the data indicate regarding classroom management and organization?**

Our scores on EOC tests and Six Weeks Exams are improving, which directly correlates with classroom management, organization, and curriculum. Walkthroughs and observations indicate good management and organizations. Attendance and classroom achievement go hand in hand. More attendance means students are present to learn. Also if a teacher has appropriate classroom management and organization, this will result in less referrals, learning will be more conducive to student success and achievement, and overall will allow for administrators to be more vigilant in classrooms and hallways. Overall, DHS has many experienced teachers who generally have excellent classroom management and, in turn, achievement has improved.

9. **How does this compare to classroom student achievement data?**

Again, it directly correlates with classroom management, organization, and curriculum.

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

The data reflects that, more often than not, these students come from the homes that lack academic involvement, direction, and guidance. Therefore, these students may feel alone, which causes them to turn to gangs and dangerous lifestyles. We have counselors and LSSPs available. Overall, there is very little gang participation and those who are, are monitored daily. Students who are not academically motivated or nor involved in organizations tend to fall into this group, but the school provides assistance through LPC and if necessary, outside agencies. More disciplinary action is taken due to drugs than gangs, but good redirection of gang activity has reduced the issue. Drug education is provided every six weeks.

11.**What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?**

Typically, the students who are academically in the upper 50% are involved in extracurricular activities. These are usually the students who we know are responsible with their academic careers. They are highly motivated to improve their academic status in order to be a member of an extracurricular activity. These students tend to enroll in advanced academic classes and score higher than their peers.

Students who tend to be in extracurricular activities demonstrate a greater commitment to school and achieve higher grades.

Body language, appearance, and behavior are prime indicators. Students involved are more social and usually care more about school and grades due to the sense of belonging to a team and the UIL No Pass No Play rule. They are aware that being in extracurricular activities and clubs require them to keep their grades up, have good attendance, be on their best behavior, and to participate in community service. Due to all the requirements these students excel in student achievement rather than students not involved.

12.**What are the students' and staffs' perceptions of facilities and the physical environments? What is the impact of the facilities on culture and climate? To what degree does the district/school support the organization and how?**

The ongoing improvements have clearly had a positive impact on perception. Schools that engage in constant facility upgrades and maintenance make teachers, students, and staff feel good about their workplace and learning environment, thus leading towards success in the classroom. Some maintenance is still necessary but upkeep is constant.

One source of worry due to recent events at schools across the nation is the safety of the campus. Our campus has multiple points of entrances and exits which make it difficult to secure with fidelity. Other minor concerns of the staff include the presence of allergens and perhaps mold, and the fluctuation of classroom and hallway temperatures.

School Culture and Climate Strengths

1. Strong collegial support
2. Pride, Traditions, and Legacies
3. Students are continuously motivated by a variety of programs which help them gain self-confidence and assurance.
4. Students feel safe.
5. High graduation rate
6. Low dropout rate
7. School appearance and upkeep
8. Good environment for learning
9. Several programs aimed at helping students succeed such as AVID, Ambassadors, STEM, etc.
10. Student incentives are provided for student achievement.

11. Ambassador Program
12. Positive school climate
13. Closed Campus/ Raptor Station
14. Disciplinary Actions, suspensions, and DAEP placements
15. Student handbook
16. Community and family engagement
17. Administrator classroom walkthroughs
18. Parent contact
19. Data driven decision making
20. Classroom management
21. Climate surveys for staff
22. Extracurricular activities and clubs are available to all who are interested.
23. Interviews reflect that students are wanting to attend college and understand the importance of community service/involvement.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Social and Emotional Learning is lacking. **Root Cause:** Lack of SEL curriculum, training and support.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Data Sources

Teacher Certification/Qualification Data

Paraprofessional and Other Staff Qualifications

Staff Effectiveness in Relation to Student Achievement

TTESS and/or Other Staff Effectiveness Data

Staff Mobility/Stability

Special Program Qualifications, e.g., Bilingual/ESL, Special Education, etc.

Professional Development Data

Teacher-Student Ratios

Graduation, Completion, Dropout, and GED rates

Course/Class Completions, Grades, and Other Data

Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

AEIS/ TAPR Report
Professional Development Data
Teacher Certification & Qualification Data

Focus Questions

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

- Teachers must be certified in their teaching field. Paraprofessionals must have a high school diploma and a required number of college hours.
- PPR and Content area certification are required of teachers.

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

- Teachers are "highly qualified", which means having a bachelor's degree and a certificate in the specific teaching field. Many teachers have a master's degree, and some have a doctorate. Teachers have been evaluated and meet evaluation requirements to have their contracts renewed.
- All teachers are highly qualified in content area; however, we did have a number of teachers as part of an alternative certification program still pending certification.

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

- Through the Eduphoria program, teachers can view the results and comments from any walkthrough or observation that an administrator has conducted. Each year, teachers are to meet with their respective supervisors who oversee each department for a summative meeting to discuss evaluations. When performance issues need to be addressed, administrators meet with teachers to discuss the issues. During core-area common planning, administrators have an opportunity to address teacher performance with a larger group.

4. How are we recruiting highly qualified and effective staff?

- To recruit highly qualified staff, the district advertises job openings and networks with the current staff and administration.

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

- According to data, 15.1% of teachers were veteran teachers with over 20 years of experience, 22.2% have 11-20 years of experience, and 25.4% have 6-10 years of experience, and 30.7% are first to fifth year teachers. Most teachers stay on staff at Donna High School for over 5 years.
- Attendance incentives have kept staff attendance at high rate.

6. How are highly effective staff assigned to work with the highest need students?

- Administrators and strategists conduct walkthroughs and observations to determine which staff will most likely meet the needs of these students. Evaluations, qualifications, student assessment data, and policy compliance are also considered in this process.

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

- Each teacher who is new to the profession receives a mentor to help through the process of assimilation into Donna High School. These new teachers are able to use their mentor teachers as a valuable resource throughout their first year in the profession.

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

- New staff is supported by the assignment of mentors and supervisors. New staff is able to provide feedback through core-area common planning, surveys, and conferences with their mentors or administration. Common grade level and core area planning provides additional support with lesson planning, policies, and student discipline. A New Teacher Academy is provided throughout the year; meetings are held at least once a six weeks during lunch. Food, assistance, and mini trainings are held during this time. Teachers also participate in a book study of Harry Wong's *First Days of School*.

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

- Teachers and staff attend staff development throughout the school year and summertime. Teachers have a core-area common planning period before school which allows teachers to collaborate and learn from one another. The core-area common planning is extremely valuable in the continuous improvement of teaching strategies and student achievement. Teachers also have an individual conference and planning period which gives them time to study and research, prepare strong lesson plans and activities, provide students with feedback on assignments, and meet with other staff or parents. The individual conference time is vital to the continuous improvement of Donna High School.

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

- Staff and teachers are surveyed to determine the areas of greatest need for professional development. These surveys guide administration to choose the best training opportunities.
- This campus is data driven. Based on the district test date, teachers design intervention plans for students.

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

- These decisions are made based on survey results, core-area common planning discussions, and analysis of student assessment data. Possible needs and trainings are discussed at common planning sessions and/or with appropriate department heads.
- Teachers can request specific trainings to be considered as well.

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

Kagan Cooperative Learning: Implementation has been monitored via Kagan observation team; Impact is yet to be

determined due to the recent implementation; Follow-up is taking place via subsequent trainings and core-area common planning analysis.

- End-of-Course Testing Trainings: Implementation has been monitored via administration walkthroughs; Impact is yet to be determined due to future implementation of the actual tests; Follow-up is taking place via subsequent trainings and core-area common planning analysis.
- Regional Subject-Area Conferences (RGVCTM, CAST, ABYDOS, etc.): Implementation has been monitored via administration walkthroughs; Impact is seen through improved daily lesson plans and improved student achievement; Follow-up is taking place via subsequent trainings and core-area common planning analysis.
- Advance Placement & Pre-AP Summer Institutes: Implementation has been monitored via administration walkthroughs; Impact is seen through improved daily lesson plans and improved student achievement; Follow-up is taking place via subsequent trainings and core-area common planning analysis.
- District Technology Training: Implementation has been monitored via administration walkthroughs; Impact is seen through increased technology integration in the classroom; Follow-up is taking place via subsequent trainings and core-area common planning analysis.
- MTT Technology trainings: Campus MTTs developed a schedule of trainings held during departmental planning periods.
- Lead4ward Trainings: Implementation has been monitored via administration walkthroughs; impact is seen through bundle assessments and benchmarks.
- TSTEM/PBL Trainings: Implementation is monitored via administration walkthroughs and walkthrough by Achieve Texas TSTEM Coach. Feedback is provided periodically throughout the year.

Staff Quality, Recruitment, and Retention Strengths

1. Low turnover rate; teachers stay at DHS
2. New teacher mentor program/New Teacher Academies
3. Common planning period before school
4. Individual conference & planning periods
5. Beneficial staff development provided in areas of need
6. Attendance incentive

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: District needs to be competitive with salaries, stipends, and insurance. **Root Cause:** Funding

Problem Statement 2: Continuous improvement of camps culture and climate. **Root Cause:** Implementation of slid New Teacher Academy

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Data Sources

Standards-Based Curriculum Resources and Materials

Scope and Sequence; Pacing Guides; and/or Other Focus Documents

Foundation Course/Class Materials

Enrichment Course/Class Materials

Technology

Instructional Design/Delivery; High-Yield Strategies

Lesson Study/Delivery Processes

Collaborative Horizontal and Vertical Team Alignment Processes

Student-Specific/Differentiated Strategies and Processes

Common Benchmark Assessments and/or Other Assessments

Class, School, and Special Program Schedules

Bundle Timeline, YAAG, Bundle Assessments

Data Sources Reviewed

List the sources your campus or department actually drew from.

EOC results, Annual Dropout Rate, Graduation Rate, College Readiness Indicators, SAT/ACT Standardized Test Results, Student Grades & Classwork,
AWARE Program, 21st Century Learning Skills, TEKS
Staff Development Schedule

DISD Bundle Curriculum

Focus Questions

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

- During the DISD Academic Days, a select few update the curriculum guides and the instructional and assessment materials. The content of the curriculum itself and our workbooks are evidence that the curriculum is clearly linked to the TEKS and student learning standards. Teachers must follow the timeline provided for each course, are expected to use Forethought when lesson planning, and AWARE to analyze data tested each six weeks.
- Results from state exams, benchmarks, bundle assessments, and online curriculum pacing, all of which are aligned to STAAR Results.
- Six Weeks Exams, Benchmark, Bundle Tests
- The breakdown of the TEKS on the curriculum.
- Textbooks are also aligned to the TEKS.

2. How is data used to inform curriculum, instruction, and assessment decisions?

- Data is used to determine strengths and weaknesses in the curriculum and delivery of instruction. Teachers use data to adjust curriculum, and instruction based on bundle exam results ("mini-benchmark" results). Daily student performance data is also used in re-teaching curriculum where teachers employ different learning strategies.
- Data is used to determine which TEKS need to be spiraled in and used to form tutorial groups; teacher instructional action plans are also based off of disagreggated data.
- Instructional Planning Days are scheduled after each six weeks period to ensure data is analyzed and weak TEKS are targeted so that teachers can modify instruction accordingly.
- Teachers dissect individual and overall group data to determine areas of need and determine a course of action to address areas of concern and provide different levels of rigor to challenge all learners.

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

- Data reflects the success of the alignment between curriculum, instruction, and assessment. They are focused on the success of all students through different instructional strategies, with emphasis on Diverse Learners, ELLs, and migrant students. Each teacher is able to monitor percentages and target diverse populations individually or collectively to modify instruction as needed. This analysis allows teachers to spiral, modify, and reinforce students' learning by targeting areas of weakness. It also provides an overview of students' strengths that allow higher order thinking to take place as the teacher challenges each student to expand on the concept taught.
- Data is also utilized to determine best placement for each individual student for trailer courses and tutorials for remediation. Each teacher is able to analyze the performance of a class as well as individual students. The teacher can then monitor percentages and target diverse populations to modify instruction as needed.
- AWARE data shows TEKS and percentages, overall, by teacher, and by student. Currently, data reflects that improvements are needed in all areas of ELA.

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

The 21st Century Skills themes are covered through real-life mathematical applications. The learning and innovation skills are contained in

the higher order thinking skills of Bloom's taxonomy that are employed by our teachers. Kagan structures help students develop both academically and socially. The implementation of technology is better preparing students for real world demands. In Science, for example, courses apply the use of technology and concepts of global awareness, financial, economic, business, health, and environmental literacy that is TEKS specific. Students are introduced to STEM careers and are highly encouraged to participate in academic extracurricular activities such as UIL, Science Fair, Master Minds, Science Olympiad, Robotics Club, and several STEM summer institutes. MTTs provide technology and Web 2.0 tools training. Teachers incorporate technology such as Edmodo, Google Docs, Kahoot, and online textbook activities. All are student-centered and provide immediate feedback.

- 21st century learning skills are further implemented in the curriculum through the use of technology, concept of global awareness, and environmental literacy that is TEKS specific. In addition, students are introduced to TSTEM Academy initiatives of Project and Problem based Learning. Teachers also utilize technology and cooperative learning, use videos from adopted textbooks, and use YouTube videos to explain, teach and tutor students.
- Students engage in critical thinking through collaboration and teamwork. Students participate in labs that require the use of technology and software.

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

- Administrative personnel and directors keep updated on changes in TEKS and state assessments through meetings and trainings. Summers are often used to update and modify the curriculum for upcoming years by core area teachers based on EOC results. Also, curriculum is discussed and advised as necessary through the common planning period. Lesson plans on Eduphoria and teacher action plans to address the needs of learners are implemented and plans reflect the spiraling of the necessary weak TEKS. The time frame and TEKS covered must constantly be adjusted to provide a deeper understanding on the content.
- Bundle reviews and feedback form/reflections are utilized as well.
- Other evidence includes surveys, teacher feedback, PBMAS every day, 3X3, and Action Plans.

6. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups?

- Instructional strategies and activities are aligned with students' learning needs and expected outcomes according to EOC results. According to the students' mastery (or non-mastery) of state assessments, they may be placed in trailer courses to better suit their academic needs. When students do not Approach Grade Level, they are enrolled in a remedial class. When students score Master Grade Level, they are enrolled in a Pre-AP or AP class. A student scoring lower than a 3775, for example, will be scheduled in an EOC trailer class; between a 3775 and 4831 will be scheduled in a regular class; and higher than a 4831 will be scheduled in a PreAP class. (As the program is Open Enrollment, students can still opt to enroll in an Advanced Class without meeting set scores.) All teachers are required to implement the recommended modifications for students in the special populations. The impact this has played on these specific student group is improved scores. Diverse Learners may also have an inclusion teacher present in the class for additional assistance. Also, Texas High School Completion courses are offered to seniors who have not yet passed the EOC exams required for graduation.
- Experiential learning, independent study, direct, interactive, and indirect instruction are aligned with the 5E model to meet student learning needs. To target different populations, we use Kagan, SIOP, TIER interventions, ELPS, RTI, and 504 Learning difference instruction, ExCELL.

- As a district, each teacher uses Eduphoria to align TEKS with instructional strategies to provide support to our diverse learners. English Language Learners, for example, are monitored on AWARE and show that exposure to science content is supported with cooperative learning, verbal/visual word associations, capsule vocabulary, foldable, and peer-tutoring have higher percentages on expected outcomes that were met.
- Different methodologies and research-based instructional strategies are implemented.
- District created bundles and curriculum are implemented.
- Teachers use formal, informal, and summative assessments to guide instruction. Expected outcomes of achievement are varied within each classroom.
- High interest reading selections and instructional videos that appeal to the students and their outcome needs are utilized.
- Scaffolding, differentiation, and sheltered instruction is enforced.
- Because the curriculum is being evaluated every 6 weeks and it is the same curriculum for both Donna High School and Donna North High School the are very well aligned.

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

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

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

- Our teachers' goals are to provide students with a positive learning climate in which the student is motivated to engage in the lesson, obtain higher order thinking skills, and grow in problem solving and critical thinking. Our lessons are geared at the specific needs of students and when the design and delivery of the lessons is aimed at their needs, students will grow not just academically, but also socially, professionally, and emotionally. Kagan structures have been included in lesson plans, promoting classroom management, positive learning climate, and higher order thinking skills.
- With increased use of a laboratory setting, Kagan structures, the 5E model, and Project based learning, a positive learning environment allows students to interact with expectations and keep them engaged in student centered activities. This process allows students to develop higher order thinking skills that may be applied to real world scenarios where critical thinking and problem solving takes place.
- Hands-on activities such as laboratory experiments and use of cooperative learning creates a positive learning environment and allows for students to be engaged in student-centered activities.
- High level readings/ activities addressed each area of need.

- Benchmarks, Bundle Tests, Data Comparison identify and target these needs.
- Students are able to investigate and discover instead of the teacher being the only source of information. It is adapted to each student's individual needs.

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

- Yes there is diagnostic evidence that assessments made in collaboration with curriculum directors, deans, and administration are developed to be aligned with clearly specified and appropriate achievement expectations. They are developed and closely linked to previously released exams and STAAR Released items and information booklets from the Texas Education Agency. For instance, students' scores determine their placement in EOC trailer classes, regular classes, or advanced core classes. Also, Texas High School Completion courses are offered to seniors who have not yet passed the EOC graduation requirements.
- Assignments, quizzes, bundle tests are aligned with specific expectations of district and state standards. They are developed with alignment to TEKS by district curriculum writers and specialists, and through data meetings.
- Assessments are administered to students every six weeks as a bundle exam. The bundle exam provides data driven results that measure each objective taught. In addition, students are given benchmarks, six weeks exams, semester exams, and EOCs.
- Although the curriculum is strategically created, at time, the achievement expectations seem unrealistic because there is not enough time between sections for deep and thorough learning.

10. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?

- Bundle assessments are district made and double checked by faculty/staff within district. Teachers follow district standards which comply with state and local policies designed to keep fair and equitable learning. Students comply with assessments. Directors and strategists monitor what is being used for curriculum and monitor student performance.
- District uses material with which students can relate.

11. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

- By ensuring that core teachers follow and cover the required TEKS, student assessment scores have improved. The AWARE program allows teachers to obtain up-to-date information about student performance. Teachers also obtain specific information about population groups such as ELLs and Diverse Learners and their performance in specific TEKS.
- Student performance is tracked throughout the year during every bundle test. The principal and deans monitor the results after every test. Teachers spiral into the new curriculum what was not mastered from the previous bundles.
- Although standardized testing currently provides us with useful data, changes need to be made to ensure that students are tested in different ways other than only multiple choice exams.

Curriculum, Instruction, and Assessment Strengths

1. Assessments aligned to TEKS
2. Immediate feedback of data
3. Horizontal alignment throughout the year
4. Student-centered instruction
5. Every teacher has document cameras, projector, and computer.
6. Teachers design curriculum by grade level/subject.
7. Bundle reflection feedback
8. Data comparison
9. AP, CC, and UT OnRamps Courses
10. Leadership
11. Support for teachers
12. Frequent trainings and staff development
13. Teamwork
14. Structure for teachers to follow
15. Easily accessible online curriculum for every subject with texts and activities
16. Curriculum is reviewed and updated every year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: COVID pandemic and virtual learning has created a gap in student achievement and success rates in the virtual classroom resulting in an increase in failure rates. **Root Cause:** COVID pandemic and remote learning; Students not completing and submitting work when not physically on campus.

Parent and Community Engagement

Parent and Community Engagement Summary

Data Sources

Family and Community Participation Counts by Type of Activity

Parent Volunteer Information

Parent Activity Evaluations and Feedback

Parent and Community Partnership Data

Mobility/Stability

Demographic Data

Community Service Agencies and Support Services

Data Sources Reviewed

List the sources your campus or department actually drew from.

- Open House/Parents' Night Sign-Ins
- Sign Ins from Scheduled Parent Meetings
- Input from CLPAC committees and Department Meetings

Focus Questions

1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?

- Parents get involved and support students by allowing them and bringing them to prepare and compete in UIL activities. Parent volunteers are visible and participate often in athletic events through band and athletic boosters.
- Activities include:
- Parent's Night
- Financial Aid Night
- Awards Ceremony

- Parent Center
- Fish Camp
- Concerts & Performances
- UIL Activities
- Scholarship Night
- Indian Sweetheart Decoration day
- Sports events
- City parades
- School Homecoming
- Student Art Show
- College Night
- Parent Volunteers
- Parent meeting for CTE Dual Enrollment and Licensure/Certification Program
- Departmental Awards
- TSTEM Night
- Mariachi and dance performances
- Theater/plays
- Parent sessions and the Parent Academy for the Success of Students (PASOS). These consist of activities/sessions on topics such as student-parent relationships, parent-teacher relationships, nutrition classes, and managing student behavior. After 10 sessions, parents graduate with a 30-hour certificate which they can use for employment.
- The Parent Center also holds regular workshops to keep parents involved and informed.
- Business community support is minimal for student learning; however, some partnerships are in place for our Diverse Learners. More connections are needed to create fully enriched educational experiences.
- Parent involvement helps students academics and discipline
- Parents are involved in student extracurricular activities which require a passing rate on both progress and report cards. They engage in TSI preparation and testing dates. We observe more of the involvement from the top 20 students.

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

- There is a parent representative on CLPAC committee with 100% attendance. Administration opens all public meetings to all community stakeholders. Also, at the district level is the DLPAC. Parents volunteer at campus Parent Center. Some parents also regularly attend School Board Meetings.
- The Round Table, which are held at the campus principal's discretion at the Lecture hall, consists of any issues that affect the campus, students, and staff.
- There are open lines of communication between parent, teacher, and administrator.
- Families and community members are involved in school decisions by attending board meetings and participating as a parent volunteer.

3. What types of services are available to support families, community members, and students to encourage healthy family relationships?

Counselors encourage and advise parents and students. When necessary, counselors and teachers arrange parent meetings and

conferences. Parent center is available for parents as well.
- Social Worker Liaison
- Parent Center, Health Clinics, and Nutritional Classes
- Better Community Family Services (BCFS) which consist of 8 sessions of 2 hours.
- Advisory through the counseling department is offered to parents and students. Parent teacher conferences also support students and parents.
- Campus encourages parent to Be active as a parent volunteer, and advise parents of events open to the community that require student and parental involvement, such as literacy parade, pep rallies, and parents night.

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

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

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

- Some services available to our students include the Migrant Program, AVID, ELDA program, Athletic and band boosters, Credit recovery programs such as Edmentum, LUCHA, Diverse Learners club for our Special Education population, Telecommunications to parents, and Homebound teacher services. All programs provide reports on student progress, grades, and scores.
- Diverse Learners have Teacher's Assistants and Inclusion Teachers in the classroom, ELDA program provides tutors for the ELL students, and MEO is offered for Migrant students.
- Other services/events include: Autism Night, Special Olympics, Counseling, ARD meetings, RTI, after school tutoring, College Success and academic resources for students in such programs.
- Child Find: this program/organization goes out to parents' home of students who have certain cognitive and/or developmental issues.
- Project HOPE: students who are failing, at-risk of not graduating, at risk of not being promoted to the next grade level, truancy issues get their parents to be contacted to help them succeed in school.
- Other services that are available include 504/Special Education (ARD Meetings) to support and assist Sped students. TELPAS writings are required to assist Limited English speakers, along with inclusion services to help provide a more meaningful learning environment.
- The results include increased parental involvement, increased attendance, and student achievement.

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

- Community partnerships include AVID, STC, and HEB with their Feast of Sharing, Food Drive, and Student Council Participation.
- Day Care Services, Homebound teacher services, SWIM Mentoring.
- Boys and Girls Club, and United Way
- Wal-Mart Fill the Bus with school supplies
- HEB provides Thanksgiving meals
- BCFS provides Thanksgiving meals to certain families in need
- City of Donna provides city park for festivals.
- TSTEM Advisory Board

- CTE Advisory Board
- Dual Enrollment Partnerships with STC, TSTC, and RGV College
- Several businesses allow students to gain experience in a working environment, Walmart Assistance, FFA experience, community involvement with car washes, ROTC helping events.

Parent and Community Engagement Strengths

1. Parent Portal

2. Fish Camp

3. Financial Aid Night

4. Counselors, parent, student conferences

5. Day Care Services

6. Special Education Case Managers

7. Homebound teacher services

8. Parents' Night/ Open House

9. ELDA

10. CLPAC

11. SWIM Program

12. Variety of programs to help students

13. Parent Centers & Parental information meetings.

14. Supportive services for students in special programs

15. Clubs such as AVID offer assistance to all students/staff during times of crisis/emergencies through fundraisers and donations.

16. Go Center and AVID offer assistance to parents and families with college preparations/questions.

17. Information open to the public

18. Transparency between teachers and parents

19. Family/community participation
20. Parent volunteer information
21. Community service projects (e.g. clubs attending assisted living, etc.)
22. Community parade, Parents Night, Art Show, Chisholm Trail
23. CTE Staff is readily available to meet with parents and/or community as needed.
24. Community partners meet with CTE staff periodically throughout the year.
25. Multiple opportunities for extracurricular participation, parent involvement, and workforce opportunities
26. Meetings involving administration, staff, parents, and students
27. Blackboard Communication
28. Health Screenings
29. 5K Fun Runs
30. Provide School and District Policies
31. Transportation
32. Community partnerships with the City of Donna have allowed for summer recreation programs opened to ALL DISD students.
33. All documents/memos sent out to parents and community are in both English and Spanish.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: There is a lack of parental involvement at the secondary level and incentives for parents to become more involved are needed.

Problem Statement 2: Parent education is needed regarding the importance of a post-secondary education and how citizenship status has NO impact on acceptance of financial assistance.

School Context and Organization

School Context and Organization Summary

Data Sources

School Structure or Make-Up, e.g., Teaming, Looping, etc.

Decision-Making Processes

Master Schedule

Leadership: Formal and Informal

Supervision Structure

Support Structures: Mentor Teachers

Duty Rosters

Schedule for Student Support Services, e.g., Counseling, Social Work, Library, etc.

School Map & Physical Environment

Program Support Services, e.g., Extracurricular Activities, After School Programs, etc.

Communication: Formal and Informal

Data Sources Reviewed

List the sources your campus or department actually drew from.

- Master Schedule
- Leadership
- Duty Rosters
- Communication: Formal and Informal
- Assessment Data
- Meeting Agendas, Sign-ins, Minutes

Focus Questions

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

- The DLPAC (District-Level Planning and Advisory Committee) and the CLPAC (Campus-Level Planning and Advisory Committee) are in place to provide teachers and staff representation and input on the decision-making level of the district and campus. Though they do not always make decisions on their own, these committees are intended to advise the decision-making process. Throughout the district and each campus, various committees are formed to advise the various decision-making processes.
- Comprehensive Needs Assessment is completed to identify strengths and weaknesses of the organization. Areas of need are then considered in the Campus Improvement Plan for structuring the school budget in the upcoming year.
- DISD has provided multiple trainings for the Diverse Learners Department throughout the school year such as CPI, BIP/FVA, Kurzweil for STAAR Online, Testing Accommodations, Lumens Refresher course. The school has provided trainings such as T-TESS, STAAR Alt 2, and STAAR Online trainings for every test administration.
- District and and campus administrators show support through the attendance of regular meetings & trainings, sharing of data and tests, providing materials for classrooms such as textbooks and resources, as well as support with disciplinary issues.
- DISD and DHS support all organizations by scheduling adequate staff development trainings throughout the year. Teachers have time in the morning before classes start to plan by department, by subject, even by level. Also, at the beginning of every six weeks, teachers have an instructional planning day to revise previous six weeks data and plan for the following six weeks.

2. How does the data reflect about classes, schedules, and student/staff teams?

- Donna High School students are assigned classes and schedules based on availability and graduation plans. Students are given thirty-two (32) credit opportunities through the block schedule system. Results from benchmark and standardized testing/ assessments are also considered in scheduling the proper classes to meet the needs of each student. Attendance data is obtained on a daily basis. Implementation of incentives/reward program for attendance has shown to improve attendance in the past.
- Data has shown that more needs to be done to ensure students are in class. On a positive note, students are assigned to classes according to their achievements and needs such as PAP classes, LEP, Special Education, Migrant, etc.
- The students try extremely hard to pass classes and teachers implement TEKS into appropriate bundles. By doing this, the students and teachers work as a single cohesive unit.
- DISD runs reports, analyzes all data, and creates schedules and classes to fit the needs of the students.
- Leadership, master schedule, duty rosters, school map/school environment
- Due to strategic planning and targeting instruction the school has met state standards. Therefore, the scheduling is working.

3. How is adequate time devoted to subjects in which students perform poorly?

- Based on the data from various assessments, students are offered after-school tutorials, in which each subject has its own day to meet. English tutorials are offered on Mondays, Math on Tuesdays, Science on Wednesdays, and Social Studies on Thursdays. Students are assigned to trailer courses in courses for which they did not meet the state assessment standard. Students were offered after-school tutorial academies and Saturday academies to prepare for state testing.
  The students who are failing can receive the opportunity to improve their grades through completing extra in class assignments,

Edmentum, MEO lab for Migrants, and after school tutorial hours.
- Time is devoted adequately to those subjects in which the students perform poorly by making sure each subject has the same amount of time within class periods. Time is divided evenly throughout all subjects.
- Students are given the opportunity to attend extra tutorials on school days. Also, students are scheduled into hybrid classes to make sure they receive the help needed.

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

- Teachers have a voice in decision-making and school policies through DLPAC and CLPAC meetings, department head meetings, core-area common planning, and individual conferences with decision makers on campus. This is an area that still needs to be improved upon to where teachers can have an increased role in the decision making process.
- One teacher out of every department participates in CLPAC where school decisions and policies are created. They in turn relate them to the department.

5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?

- Teachers do have a voice in the modification of this timeline on a yearly basis, and discussion and agreement of such changes occur during core common planning.
- Teachers have the opportunity to write curriculum in the summer and develop assessments to target what was taught in the curriculum. Teachers also have different databases to use to develop assessments and input into AWARE and get instant feedback.
- Assessments are pre-created by curriculum writers, teachers select passages and questions to administer. Exams are reviewed the week before by the department to make sure the exams adequately assess the covered TEKS.
- Talk to department head and strategists to give input.
- At the end of each six weeks, we review data to assess student needs.

6. Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

- Yes. Every groups' concerns are heard and leaders are readily available for any questions or concerns the parent or administration may have. Through various parent meetings and district wide parental sessions the communication between all parties can be heard. This is further facilitated by providing transparency in both student grades and the online curriculum.
- They make it easy for their voices to be heard through school board meetings, CLPAC, and other committees created throughout the district. Student council also exists to give students a voice for their needs to be heard.
- Absolutely! Parents can talk to teachers or administration to voice their opinion and be heard during CLPAC meetings.

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

- To ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.
  Campus staff is constantly looking to improve the public's perception of our campus, students, and staff. We have been making great efforts to showcase all the positive accomplishments that DHS staff and students attain throughout the school year in different media: i.e.

newspaper, television, social media, and even share through school wide telecommunications.
- Tight knit community with long standing tradition.
- It is a positive place to be and to learn.
- Most of them participate and are involved in the school.

8. What do school expectations reveal?

- School expectations reveal that the effort is being made for all students to succeed, pass their EOC assessments and graduate.
- DHS has high expectations for its students and strives to have them be college ready by providing a wide array of courses and college credit opportunities.
- The campus is committed to excellence in providing a supportive learning environment for all students.
- To be the change and for every single student to be college bound.
- DISD wants all students to be successful and to continue higher education or to leave the district being job ready with a certificate or license for different trades.

School Context and Organization Strengths

1. Master schedule reflects section amounts and courses based on student need or request.
2. Collaboration with ARD committee members.
3. Trainings and professional development is provided to ensure student success.
4. Common planning periods allow frequent departmental and grade level meetings.
5. Clear chain of command
6. Block schedule
7. District-wide staff development
8. Well-delineated procedures to follow
9. Administration is well-organized in terms of professional development.
10. Transparency of grades and curriculum
11. Strong support staff within the school and classroom
12. Department working as a whole to make decisions

13. Course offerings

14. Availability of AP exams and submission of art portfolios

15. Hybrid classes

16. Planning and conference periods

17. Instructional Planning Days

18. Teacher Surveys

19. Instructional Time

20. CLPAC & DLPAC have given teachers and staff a voice in decision making as well as school policy.

21. District support of several programs like AVID

22. Students, especially AVID and TSTEM students, are expected to attend a technical, 2 or 4 year college and successfully complete an earn a certificate or degree.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: STAAR EOC scores in the area of English I and English II continue to be the low distrit-wide.. **Root Cause:** Teacher training and support needs improvement to increase literacy in their content area, including enhancement of the inclusion support.

Technology

Technology Summary

Data Sources

Technology Infrastructure, Networks, etc.

Technology Hardware and Software

Classroom Technology Needs by Area, Class, Department, etc.

STaR Chart

Professional Development/Teacher Preparation Needs in Technology

Leadership and Administrative Support Structures for Technology Implementation

Resource Allocations

Technology Policies and Procedures

Technology Plan

Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

List the sources your campus or department actually drew from.

- StaR Chart
- Teacher Input/Feedback
- Professional Development Technology Needs
- Classroom Technology Needs by Department

Focus Questions

1. ***What technology do we have?***

   All classrooms are equipped with 4 student computers, laptops for each teacher, Smart boards, data Projectors, and document cameras.

Some classrooms are also equipped with Response systems (clickers), printers (black & white), Lab Quest, Calculators, Veirner, and Mini Laptops (New Science Building).

- At DHS,we have four or less students per internet-connected multimedia computer. Direct connectivity to the Internet available in all rooms with adequate bandwidth is available. There is a dedicated computer per educator, interactive white boards, and projection systems. There are shared technologies available upon teacher request such as probes, graphing calculators, iPads, laptops, chromebooks, and Surface Pro tablets. All rooms are connected to a robust LAN/WAN that allows for easy access to multiple district-wide resources for students, teachers, and administrators, such as video streaming, online assessment and data access, and printing.
- Students also have access to the LRC and library where they have access to more computers with software appropriate for them.
- DISD also provides an annual technology training/symposium with several sessions to accommodate the needs and wants of teachers across the district.
- MAC computers, access to Adobe Creative Cloud, and student cameras are available to Art and media teachers

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

- Students at DHS are very advanced in technology when it comes to the use of devices and programs such as desktop computers, Word, Excel, Ipads, laptops, cell phones, clickers, and most digital devices but are in the developing stage in using these in terms of their own knowledge, education, and preparedness.
- Most staff are proficient in using technology and incorporating it into their lessons. Some staff and students could use more training. Hands on helps our classrooms run smoother especially since teachers expect students to use technology for assignments.
- Most staff are proficient, ranging between developing and advanced. The staff is very capable in the use of required equipment such as laptops, projectors, Smartboards, online gradebook, district Office 365, science probe ware, Eduphoria and AWARE. The incorporation of web tools and applications into science lessons is at an advanced level; however, the use of project-based learning activities is still in the development phase. Teachers from older generations might be a bit skeptical about technology since it wasn't part of their teaching.
- Top of the line equipment and resources are available to teachers.
- Everyone is knowledgeable and the devices are user friendly.

3. How does staff feel about technology?

- Like any staff at a public school, there are those who dislike technology and those who have a passion for technology. DHS staff has embraced the technologies which they are required to use for daily operations and the majority meets the SBEC technology standards for all teachers. However, most feel that as new technologies emerge and more web tools and applications for science become available, more training and time to learn and acclimate to these is necessary. It would also be most beneficial to teachers to have an educational technologist with core area backgrounds to incorporate into the curriculum a suggested list of technology-based activities, lessons, and/or tools per six weeks and to have training provided in advance to the intended date of implementation. Our staff feels relatively well about technology that is incorporated in a positive learning environment.
- We want to incorporate more technology and digital resources in the classroom, but we are not comfortable enough to use it on a daily basis. Very few of us have working Smartboard/Promethean boards and only stick to the basics to teach the lessons.
- Staff welcomes technology. New this year is BYOD and Microsoft Surface Pros are available to check out and use as a class.
- Staff generally feels comfortable with technology and agree that it is continuously improving.

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

- The two biggest barriers that prevent effective use of technology when it is working are lack of knowledge and time. There are many Web 2.0 tools, project-based learning activities, student-led activities, online lessons that could be incorporated into content lessons but not all teachers have knowledge of these or the time to search, find, and learn to use these. Due to strict timelines for core content, if any of the technologies or technology tools are not incorporated or suggested on the curriculum itself and training is not provided for these, the likelihood is that they will not be utilized in the classroom. Teacher attitude is another barrier that can affect the use of technology in the classroom. Teachers whose dislike of technology or who are not comfortable with technology do not use those technologies that are available to them. Another factor that prevents effective use of technology is students being locked out of available STAAR EOC or content specific games. The blocking of these games is a district security measure which blocks out all games but it is making the benefits of state approved games unavailable to students. Another district wide measure that affects campus effective use of technology is the blocking of YouTube on teacher computers during STAAR exam testing. Some content lessons and topics and online science books have video components that are formatted and uploaded for viewing onto the YouTube platform. Since only a minority of the students at DHS are testing during any given test day, the majority are receiving regular instruction which can be and has been affected by lack of teacher access to YouTube.
- Also, limited technology in the classroom is a barrier with insufficient computers for student/class work.
- Training and Resources. Although we do get training, it is not sufficient enough or detailed enough to make teachers feel proficient in using it every day. There are no supplemental online student programs for ELA or ELL instruction.
- Internet signal can be a barrier. Internet is slow and goes down sometimes maybe due to poor cable writing structure. When it rains, internet goes down in certain parts of the school. It would be nice to have more than 4 computers to classes. Computer software and labs need updates on simple things like Flash player which affects the students' and staffs' ability to do lessons as planned.
- There is not one device per student on certain technologies which make it difficult for implementation in a classroom lesson, for example, clickers when implementing Kahoot.

5. What type of technology professional development have we provided? What was the impact for staff and students?

- The district provides an opportunity for all faculty and staff to attend a district wide technology conference usually held a week prior to the start of the the new school year. Also, the district provides technology trainings throughout the year.
- At the campus level, there are trainings throughout the year that are led by various individuals. DHS has available to them three master Technology Teachers. The master technology teachers are part of the following departments: Art, Social Studies, Migrant/Science. Each of these teachers has provided trainings throughout the school year for their departments as well as for other departments and on an individual basis per teacher or staff request. The DHS Science department has had the following trainings provided by the Migrant/Science MTT individual: STAAR EOC Practice activities on the TheTeacherMadeMeDoIt.pbworks.com website, Edmentum, Cast Lessons, creating a virtual field trip, Eduphoria Lesson Plan tool, Using wiki, Office 365 trainings, etc.
- Math Department has received trainings in the following areas: Calculator (TI), short clickers, new textbook online tools, TTM for Algebra I. The impact for staff was that the trainings afforded them knowledge of technologies that they can utilize and incorporate into their lessons for their content area classroom. Students benefited because their teacher was utilizing 21st century tools to present and teach content which in turn allowed students to learn content through a medium they found enjoyable. Teacher confidence leads to more classroom use

and student proficiency increases.

- Atomic Learning Program is a great site to learn because it provides additional trainings in the area of technology.
- Google Classroom and Edmodo. Edmodo training was given midway through the year and not enough time to implement in the classroom. It would also be very time consuming in setting up students and training them on how to use the platform.
- Professional development is provided during staff development. Technology workshops are also available to those interested on a Saturday during the beginning of the school year. All year round there are online trainings available through Atomic Learning. During the school year there is also TCEA conference technology teachers attend. The professional development is helpful to students because teachers are able to teach in different ways using technology. It is also helpful to teachers because it can make life easier and more organized.

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

- All content areas at DHS are using some form of technology. Math department uses calculators, clickers, ELMOS, EIKIs, Smartboards for problem solving. English department uses computer applications for research and electronic dictionaries in spelling for Sped students. In Social Studies, teachers use Sharepoint for lesson plans, handouts, PowerPoints, and exams.
- Individual teachers within each department are utilizing all required hardware and software programs which include but are not limited to desktop computers, laptops, document cameras, projectors, Smartboards, TEAMS, Eduphoria, AWARE, and Office 365. Individual science teachers are using the technologies as needed for their individual content which include but are not limited to : probeware for lab explorations, online virtual labs, wikis for class project collaborations, virtual field trips for exploration of environments not accessible to teachers and students in real time, Edmodo, online textbook and resources, Google Sky and Google maps for Earth Space Science studies, online science safety training and certification for teachers, online safety training and certification for students, Forensics software for facial reconstruction, pH interactive simulations for Physics, Plato PIe, Texas Aquatic Science online, InnerBody.com for Anatomy and Physiology, CEV video series for advanced animal science, TEA Biology EOC online resources, my HRW.com for online textbooks and resources for Biology, Chemistry , Physics, Environmental Science, TheTeacherMadeMeDoIt.pbworks.com wiki site for all (migrant) sciences.
- All content areas are using technology and incorporating them in their lesson. The effect is that students are more actively engaged. For example, in Science, we use technology in Biology, Chemistry, Physics, Advanced Animal and Plant Science, Aquatic Science, Anatomy and Physiology, Animal Science, Astronomy, and Forensic Science by implementing virtual labs, performance assessments, research, power point presentations, and lab equipment to have students actively engage in content. Science students are able to benefit by viewing class assignments but are still in its primary stages because some teachers do not have their course information online.
- Students are more engaged with the BYOD initiative.

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

- The network does not fully support all its users adequately; its use is limited.
- The design of the DISD network makes communication easier with teachers, administrators, and parent.
- At times, the infrastructure causes the system to slow down.
- If there are network/internet issues, they are usually resolved quickly. Fast internet also allows teachers to search videos for their lessons and provide student engagement.

- Poor design network and connectivity to certain parts of the school. Users have poor signal and pages and websites sometimes take a while to load.
- It keeps students on task and is student centered.
- The infrastructure causes the system to slow down.

8. **How is technology utilized to support curriculum, instruction, and assessment integration and implementation?**

- Through the curriculum, teachers have easy access to the links available to each lesson such as videos, blogs, worksheets, etc.
- The science curriculum depends on technology for its implementation. The adopted textbooks for Biology, Chemistry, Physics, and Environmental Science are provided to the teachers and students through the publishers online site. Other sciences taught at DHS also have components for instruction that are online. The district science curriculum, scope and sequences per science subject is located online through Office 365. Science instruction is conducted by teachers who utilize online resources provided by the district, the campus, the science MTT, or themselves. Campus and district required assessments utilize the AWARE system for assessment and data collection. Teachers utilize the adopted books' online assessment tools as well as classroom clickers and online assessment tools that allow real time questioning such as Socrative.com.
- Teachers have access to Eduphoria to post lesson plans, input exams on AWARE and check test scores for students. Students have access to AWARE to answer exam questions. Parents have access to Parent Portal to check grades. Administrators input formal/informal observations. Referrals can also be input online as well as work orders. Alert System sends pertinent and timely information to parents.
- All curriculum resources are online and easy to access. Internet is used during instruction to support students' understanding and discussions in class. Assessment data and demographics are updated regularly and available to view for teacher planning.
- Technology is aligned with TEKS for instruction and supports curriculum. We use technology to type and organize the lesson plans. We also use technology to collaborate with other teachers or so the students can collaborate with each other. The students can take quizzes, exams, and surveys online and receive grades and feedback immediately. When assignments are turned in online there is a record, less room for error or losing papers. Assignments are time stamped, if a student misses a deadline then it will show.
- Curriculum: SharePoint
- Instruction: SharePoint and BYOD
- Assessment: Eduphoria for assessment data

Technology Strengths

1. Baseline technology in every classroom.

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

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

4. Technology is increasingly being used in the classrooms.

5. Direct connectivity to internet
6. Teachers have laptops and desktops
7. Graphing calculators, IPads, whiteboards, and projectors are available for everyone.
8. DISD Technology Conference/Symposium
9. Curriculum online provides working links to textbooks, videos, worksheets, and other resources.
10. Availability to students and staff.
11. Student access to computers at LRC
12. Great library online resources
13. Access to MAC Computers and Adobe Creative Cloud for Art Classes
14. District provides upgrades to technology as needed.
15. STaR Charts
16. Edomodo and Atomic Learning

Problem Statements Identifying Technology Needs

Problem Statement 1: Integration of technology in the classroom is still lacking. **Root Cause:** Trainings need to be continuous to improve teacher's comfort and proficiency.

Problem Statement 2: Professional software that encrypts data transmitted between our school community and post-secondary partners is needed.

Problem Statement 3: Students need more access to technological advancements to keep up with globally competitive students.

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
- 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
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, 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
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Donna Early College 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. The campus will implement literacy strategies that will result in more students reading on or above grade level.

Performance Objective 1: Library Services: Media Literacy Centers will promote the integration of curriculum, resources, and teaching strategies to ensure the success of all students as the effective creators and users of ideas and information, enabling them to become lifelong learners.

Targeted or ESF High Priority

Evaluation Data Sources: Library Sign-In Sheets, Mackin Via Database Usage, STAAR EOC and TELPAS Scores, flyers, lesson plans, inventory list, extra duty time sheets,

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide students the opportunity to have authors visit and talk to them about becoming an author or an illustrator by holding campus literacy fairs and district literacy fairs. **Strategy's Expected Result/Impact:** Increased exposure to literacy events will increase student engagement and interest in reading. **Staff Responsible for Monitoring:** Campus administration, Librarians, Library Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	5%	5%	5%	

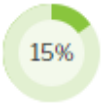
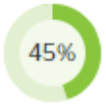
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Teach technology TEKS to students. **Strategy's Expected Result/Impact:** Increased achievement in all academic areas; increased familiarity and use of technology for instructional purposes. **Staff Responsible for Monitoring:** Campus Administration, Librarians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	15%	15%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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. **Strategy's Expected Result/Impact:** Increased student interest and engagement; increased lexile levels for students **Staff Responsible for Monitoring:** Campus Administration, Librarian, Library Assistants, Department Heads **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math	5%	5%	20%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide funds for reading motivational incentives and student celebrations to encourage circulation, including the purchase of shirts, meals, and Battle of the Books. **Strategy's Expected Result/Impact:** Increase in Student Lexile levels; increase in student interest in library books and resources **Staff Responsible for Monitoring:** Campus Administration, Librarian, Library Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture	5%	30%	50%	

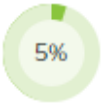
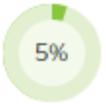
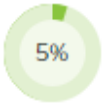
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Compile and maintain campus library budget based on library program needs. **Strategy's Expected Result/Impact:** Sufficient funds to update and keep inventory current. **Staff Responsible for Monitoring:** Librarian	0%	0%	0%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide extended library hours before and after school. **Strategy's Expected Result/Impact:** Increased student achievement in all academic classes. **Staff Responsible for Monitoring:** Campus Administration, Librarians, Librarian Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	5%	5%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: 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:** Use of effective and up-to-date research-based instructional strategies; increase in student performance **Staff Responsible for Monitoring:** Campus Administration, Librarian, Library Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide a loss prevention plan and resource management for circulation,cataloging, and securing/retrieving missing, lost or stolen materials. **Strategy's Expected Result/Impact:** Secure book and technology inventory that allows for funds to be used to add rather than replenish resources. **Staff Responsible for Monitoring:** Campus Administration, Librarian, Library Assistants				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide librarian the opportunity to attend workshops and conferences at Region One, the Texas Library Association, & TCEA to improve job performance. **Strategy's Expected Result/Impact:** Librarian stays abreast of new information, strategies, and resources. **Staff Responsible for Monitoring:** Campus Administration and Librarian **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Allow parents and community members to check out library books and provide them and students with opportunities to participate in motivational reading activities such as Literacy Night. **Strategy's Expected Result/Impact:** Increase in parental involvement and community support **Staff Responsible for Monitoring:** Campus Administration, Librarian, Library Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.2				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide funds for staff development trainings, to include materials, resources, miscellaneous. **Strategy's Expected Result/Impact:** Improved quality of instruction and research-based strategies **Staff Responsible for Monitoring:** Administration Librarian **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	5%	5%	5%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide funds to purchase appliances & equipment to maintain the day to day operation of the library, to include refrigerator, microwave, furniture, etc. **Strategy's Expected Result/Impact:** Increase in student interest and student visitation **Staff Responsible for Monitoring:** Administration Librarian	0%	0%	0%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Donna Early College 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. The campus will implement literacy strategies that will result in more students reading on or above grade level.

Performance Objective 2: Donna Early College High School will implement literacy strategies to increase literacy and produce more students reading on or above grade level resulting in students meeting goals for all accountability measures. This increase in literacy will yield gains in ELA, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, PBMAS) and Federal/NCLB (AYP). At least 60% of DECHS students will meet the state standard in English I & II EOC, 80% will meet the state standard in Algebra I EOC, 85% will meet the state standard in Biology, and 95% will meet the state standard in U.S. History.

Evaluation Data Sources: STAAR EOC data, TELPAS data,

Goal 2: Donna Early College 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. 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 by 4%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC Meets and Masters Grade Level data for all subjects.

Goal 2: Donna Early College 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Advanced Academics: Increase % of GT students achieving the MEETS and MASTERS grade level standard on STAAR by 3 %.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC results for GT students.

Goal 2: Donna Early College 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Special Education: Increase % for Special Education students achieving the MEETS and MASTERS grade level standard on STAAR by 2%

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC results for SPED students

Goal 2: Donna Early College 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. 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 by 5%.

Targeted or ESF High Priority

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

Goal 2: Donna Early College 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 5: CTE: Increase the % of students achieving the MEETS and MASTERS grade level standard on STAAR EOC.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC, TELPAS, PBMAS

Goal 2: Donna Early College 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. 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

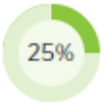
Evaluation Data Sources: Eduphoria; Aware-reports, STARR/EOC , Tutorial logs

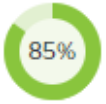
Goal 2: Donna Early College High School will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 7: Donna Early College High School will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, PBMAS) and Federal/NCLB (AYP). At least 60% of DECHS students will meet the state standard in English I & II EOC, 80% will meet the state standard in Algebra I EOC, 85% will meet the state standard in Biology, and 95% will meet the state standard in U.S. History.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. **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). **Staff Responsible for Monitoring:** Deans and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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 Common Core Readiness Standard (CCRS), PBIS, classroom management, and discipline (teaching)for appropriate behavior. (BG 2) **Strategy's Expected Result/Impact:** 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 **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers	15%	35%	65%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide funds for teacher aides/assistants, teachers, counselors, and administrators to attend necessary trainings/conferences/professional development in areas of need and to continue campus and district initiatives such as Abydos, Lead4ward, AVID, Gretchen Bernabei, TXESOL, CAST, CAMPT, TFLA, Region One, AP and Pre-AP Trainings, UT OnRamps, TASSP, Legal Digest, Technology Conferences, Texas Assessment Conference, Texas Council for Social Studies Annual Conference, CCR School Models Leaderships Summits/conferences, etc. **Strategy's Expected Result/Impact:** Increased performance in assessment scores **Staff Responsible for Monitoring:** Campus Administration & Department Chairs **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Funding Sources:** - Teacher/Principal (255) - $376	35%	55%	75%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Monitor implementation of best instructional practices presented during professional development and all staff training. **Strategy's Expected Result/Impact:** Increased performance in all courses and in all assessment scores **Staff Responsible for Monitoring:** Campus Administrators & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning	20%	45%	75%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Improve supports to struggling learners by providing necessary interventions and articulating those interventions in documented meetings, lessons, parent contacts, student support committee meetings, etc. Interventions include providing the following: *TSI Tutorials/Enrichment Camps after school, weekends, and in summer *STAAR EOC Tutorials (Monday-English, Tuesday- Math, Wednesday-Science, Thursday-Social Studies & Electives) *Trailer courses during the school day if needed *Resources to support interventions including teacher pay, tutorial material, office supplies, transportation and snacks. **Strategy's Expected Result/Impact:** Decreased number of struggling students requiring tutoring and interventions. Increased number of students meeting or exceeding STAAR EOC standards per core content area. Increased number of students who are college ready for STC Dual Enrollment Courses. **Staff Responsible for Monitoring:** Campus Administration & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	20%	30%	75%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Implement district & campus initiatives such as 5E Model (Engage, Explore, Explain, Extend/Elaborate, Evaluate), Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Technology, Journals, Software, Student Portfolios, Cooperative Learning (Kagan) Strategies, Sheltered Instruction, ExC-ELL, 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 **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction	15%	35%	65%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Determine and utilize student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments and district & campus shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. **Strategy's Expected Result/Impact:** Increase in Assessment scores (bundles, six weeks exams, benchmarks, and state assessments) **Staff Responsible for Monitoring:** Campus Administration, Department Chairs, & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	25%	40%	60%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Implement, monitor, and review System Safeguards to meet federal accountability requirements for each subject area and or student group where requirements were not met. **Strategy's Expected Result/Impact:** Increased Performance in areas addressed **Staff Responsible for Monitoring:** Campus Administration & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning	15%	35%	70%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide opportunities and funds for student field trips to supplement class instruction and college readiness, and provide supplies for College presentations. **Strategy's Expected Result/Impact:** Increased performance in core areas and college readiness. **Staff Responsible for Monitoring:** Campus Administration and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture	10%	50%	85%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide funds for technology to be used in the classroom and for technology-related instructional materials such as TI 84 Inspires (Navigator, CX) PASCO, IPads, Scanners, Laptops, ChromeBooks, Surface Pros, and charging Carts for all Chromebooks, OneTouch flat panel boards, Surface Pros and Laptops. Provide funds for technology to be used in the classrooms. **Strategy's Expected Result/Impact:** Improved engagement, STAAR EOC results, TSI and AP results **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Student Chromebooks - Title I (211) - 211.11.6399.00.009.24.0.ON - $21,000, One Touch flat panel boards - Title I (211) - 211.11.6395.00.915.24.0.00 - $287,784	0%	45%	85%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Donna Early College 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 8: Bilingual/ESL: Bilingual/ESL students will receive focused and enriched instruction in the areas of Reading and Writing (ELA) research based programs and methodologies. The campus will increase the percentage of students who meet the state standard in English I & II EOC exams, and the campus will increase the percentage of ELLs progressing one performance level on the TELPAS. At least 70% of Donna Early College High School

bilingual/ESL students will meet the state standard in English I & II EOC.

Targeted or ESF High Priority

Evaluation Data Sources: TELPAS, STAAR results, Achieve 3000

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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:** Increase in use of research-based strategies effective for targeting the ELL population; improved student achievement. **Staff Responsible for Monitoring:** Campus/District Administration & ESL Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	10%	55%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain up-to-date instructional technology in ESL, ELD, and other classrooms serving ELs 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, District ESL Strategists, ESOL/ELD/LUCHA teachers (if applicable), campus technology technician **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	15%	25%	55%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Train and oversee ELD, ESL, and ELL teachers ensuring they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the ELLs they serve. **Strategy's Expected Result/Impact:** Enhanced student performance; joint planning with teacher of record; lesson plans with integrated sheltered instruction **Staff Responsible for Monitoring:** Campus administration, ESL Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction	15%	20%	60%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Monitor teachers as they develop and foster the use of on-line, vertically and horizontally aligned ESL & ELD curricula and ESL strategies 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:** Increased proficiency and achievement scores for ELLs **Staff Responsible for Monitoring:** ELA teachers, Administration, ESL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **ESF Levers:** Lever 5: Effective Instruction	10%	35%	60%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Afford campus teachers and administrators the opportunity to attend local and state conferences and training sessions specializing in strategies and methodologies for ELL students. **Strategy's Expected Result/Impact:** Increased proficiency levels and achievement scores for ELLs; utilization of effective research-based ELL strategies **Staff Responsible for Monitoring:** Campus Principal & Deans **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	10%	35%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Donna Early College 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 9: The campus will focus on instructional improvement resulting in all students meeting goals for all accountability measures.
Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies.
Applies to District, State (STAAR, EOC, TELPAS, PBMAS) and Federal/NCLB (AYP).

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results, TELPAS and Campus Accountability Reports, TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Purchase Achieve 3000 licenses to improve literacy skills. **Strategy's Expected Result/Impact:** 70% of participants will increase lexile level by at least 1 year. **Staff Responsible for Monitoring:** Administration & ELA Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	0%	0%	0%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Donna Early College 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%.

Targeted or ESF High Priority

Evaluation Data Sources: TSI Assessments, Texas State Accountability System

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: TSI Tutorials will be implemented to prepare students in meeting TSI requirements of: *Mathematics: a minimum score of 350 *Reading: a minimum score of 351 *Writing: a score of 5 on the essay section or a score of 4 on the essay and a minimum score of 340 on the multiple choice section. This will include teacher tutorial pay, transportation costs, snacks, TSI Preparation Materials, and other office supplies required to facilitate TSI tutorials. **Strategy's Expected Result/Impact:** 70% of Seniors will have attempted the TSI exam by graduation. The number of TSI Complete students will increase by at least 10% from the previous year. **Staff Responsible for Monitoring:** Administration and Counseling Department **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college	30%	40%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Purchase TSI testing units for each student, to include diagnostic, reading exam, writing exam, math exam, and an opportunity to retest. **Strategy's Expected Result/Impact:** 100% of all students will have attempted the TSI exam by the end of 9th grade. **Staff Responsible for Monitoring:** Administration & Counseling **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** TSI exams - Local (199) - $813.75	35%	55%	70%	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 3: Donna Early College 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: 30% of graduating seniors will earn a Associate Degree by high school graduation.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide required instructional resources, materials, and cover tuition costs as needed to facilitate dual enrollment courses. **Strategy's Expected Result/Impact:** 50% of students earning any 15 college credit hours by the fourth year of implemetaion. **Staff Responsible for Monitoring:** Administration: Principal & Dean of Instruction **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum	15%	40%	75%	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 3: Donna Early College 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: CTE: The District will 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%.

Targeted or ESF High Priority

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

Goal 3: Donna Early College 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: Advanced Academics: The percentage of students taking AP exams will increase 3%. The percentage of students taking ACT/SAT tests will increase 2%.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: ACT Boot Camp will be implemented to prepare students for the ACT, increase scores in subject areas and composite scores. This will include teacher tutorial pay, transportation costs, snacks, Princeton Review ACT Preparation Books, and other office supplies required to facilitate ACT tutorials. **Strategy's Expected Result/Impact:** 90% of Seniors will have participated in an ACT test by graduation. Students participating in Boot Camps will increase composite score and/or subject score tutored by at least 2 points. **Staff Responsible for Monitoring:** Administration and Counseling Department **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college	5%	10%	10%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Advanced Placement Tutorials will be implemented to prepare students for AP Exams. This will include teacher tutorial pay, transportation costs, snacks, AP Preparation Books, and other office supplies required to facilitate AP tutorials.				

Strategy's Expected Result/Impact: 95% of students enrolled in an AP course will participate in the corresponding AP Exam. The number of students receiving an AP score of a 3 or above will increase by at least 10% from the previous year for each subject area. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Connect high school to career and college	15%	30%	30%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Donna Early College 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: Special Education: Special Education: Increase the number of graduates with completed IEP & Workforce Readiness from 0% to 50%.

Targeted or ESF High Priority

Evaluation Data Sources: IEP data, CCMR Accountability information

Goal 3: Donna Early College 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: Bilingual/ESL Education: Increase the number of students participating in the ESL Program graduate CCMR complete by 5%.

Targeted or ESF High Priority

Evaluation Data Sources: TSI Data, ACT/SAT Data, TAPR, Certificate Data

Goal 3: Donna Early College 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 7: The core content areas will provide support for the creation of new AP and other advanced courses in order to ensure student access and completion of those courses.

Targeted or ESF High Priority

Evaluation Data Sources: AP Enrollment information, Master Schedules, AP exam data

Goal 3: Donna Early College 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 8: CTE: Donna Early College High School will 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%. CTE teachers and students will be provided with the necessary resources to achieve program goals.

Targeted or ESF High Priority

Evaluation Data Sources: CTE graduation rate will increase by 2%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses. **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	15%	30%	55%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Link CTE at the secondary campuses and postsecondary levels. **Strategy's Expected Result/Impact:** Student Schedules, PEIMS, PBM, Certification/College Hours Earned **Staff Responsible for Monitoring:** Campus Principal & CTE Staff	10%	15%	25%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide students with strong experience in and understanding of all aspects of an industry. **Strategy's Expected Result/Impact:** Field Trip Participation, Seminar Participation, Teacher Planned Activity Participation **Staff Responsible for Monitoring:** CTE Director, Campus Principals, CTE Staff	10%	15%	35%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Develop, improve, or expand the use of technology in CTE programs. **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	15%	20%	35%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Initiate, improve, expand and modernize quality CTE programs, including relevant technology. **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	15%	20%	35%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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. (BG 3) **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	15%	20%	40%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide activities to support entrepreneurship education and training. **Strategy's Expected Result/Impact:** Training Plans, Student Schedules, Activity Participation **Staff Responsible for Monitoring:** CTE Director, Principal, CTE Staff	0%	0%	0%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide support for local education and business partnerships including work-related experiences and job shadowing that are related to CTE programs. (BG 3) **Strategy's Expected Result/Impact:** Training Plans, Student Schedules, Activity Participation **Staff Responsible for Monitoring:** CTE Director,Campus Principal, CTE Staff	5%	5%	5%	

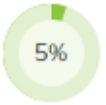
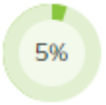
Strategy 9 Details	Reviews			
Strategy 9: Support training and activities in nontraditional fields	Formative			Summative
Strategy's Expected Result/Impact: Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, Field Trip Rosters, Career Fair Participation **Staff Responsible for Monitoring:** CTE Director,Campus Principals, CTE Staff	Sept	Dec	Mar	June
	10%	15%	15%	

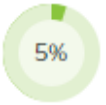
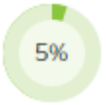
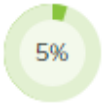
Strategy 10 Details	Reviews			
Strategy 10: Identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the CTE programs for special populations and provide strategies that are designed to enable special populations to meet or exceed the local adjusted levels of performance.	Formative			Summative
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	Sept	Dec	Mar	June
	5%	15%	20%	

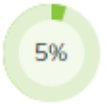
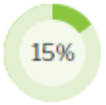
Strategy 11 Details	Reviews			
Strategy 11: Involve parents, businesses, and community program advisors as appropriate in the design, implementation and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in CTE programs.	Formative			Summative
Strategy's Expected Result/Impact: Activity Participation, Contact Logs, Informative Program Material **Staff Responsible for Monitoring:** CTE Director,Campus Principal, CTE Staff	Sept	Dec	Mar	June
	10%	15%	15%	

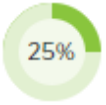
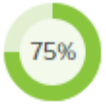
Strategy 12 Details	Reviews			
Strategy 12: Implement effective practices to improve parental and community involvement, to include student participation in community events such as Literacy Parade, District 5Ks, etc.	Formative			Summative
Strategy's Expected Result/Impact: Activity Participation, PDAS, Contact Logs **Staff Responsible for Monitoring:** CTE Director,Campus Principal, CTE Staff	Sept	Dec	Mar	June
	5%	20%	30%	

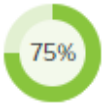
Strategy 13 Details	Reviews			
Strategy 13: Recognize CTE students and staff achievements throughout the year as well as recognize CTE community partners and advisory members.	Formative			Summative
Strategy's Expected Result/Impact: CTE Newsletters, CTE Department Meeting Agendas, Various Activity Participation **Staff Responsible for Monitoring:** CTE Director, Campus Principal, CTE Staff	Sept	Dec	Mar	June
	5%	10%	15%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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				

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide timely and appropriate training for CTE teachers in: core subject area sheltered instruction CTE program updates CTE Program areas **Strategy's Expected Result/Impact:** Sign in sheets, certificates of completion, receipts **Staff Responsible for Monitoring:** Principal, CTE Director, CTE Staff				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Allow for CT Student Clubs to fund-raise for student/teacher lodging, meals, transportation, club shirts, competition registration, field trips, and supplies, to include Robotics, Skills USA, BPA, etc. **Strategy's Expected Result/Impact:** Student Rosters, receipts, travel **Staff Responsible for Monitoring:** Principal, CTE Director, CTE Counselor, CTE Staff and Sponsors				

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Provide funds to allow for the maintenance and purchase of office supplies.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Donna Early College 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 9:
Advanced Academics: G/T students will receive enhanced differentiated instruction through advanced academic coursework (Pre-AP/ AP) and 100%will meet the state standards in all areas of the STAAR EOC.

Targeted or ESF High Priority

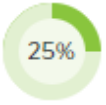
Evaluation Data Sources: The percentage of students enrolled in advanced academic courses, at grades 9-12, will increase by 5% by the end of the school year.

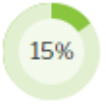
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Pre-AP/AP students will participate in summer reading program. **Strategy's Expected Result/Impact:** List of assignments and books **Staff Responsible for Monitoring:** Campus administration, librarians, Pre-AP teachers	25%	30%	65%	

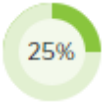
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide G/T instructional resources to supplement instructional programs in all core areas, when applicable. **Strategy's Expected Result/Impact:** Classroom observations, lesson plans, and assessments **Staff Responsible for Monitoring:** Campus administration	20%	35%	70%	

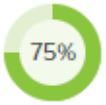
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide access for all GT students to take the ACT test, ACT Aspire, and participate in the ACT Test Prep Boot Camp. (BG 3) **Strategy's Expected Result/Impact:** ACT Test Results **Staff Responsible for Monitoring:** Deans, Counselors	10%	15%	15%	

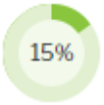
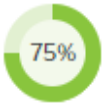
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Support the Pre-AP/AP/CC-Dual/UTOnRamp courses by offering a rigorous curriculum and materials to supplement and enrich instruction. **Strategy's Expected Result/Impact:** Increased passing rate of AP Exams, Increased Dual Credits earned. Increase in student STAAR EOC for PAP/AP subjects. **Staff Responsible for Monitoring:** Principals, Deans, Counselors, AP Teachers **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Implement tutorial sessions in second semester to prepare students for the AP test. **Strategy's Expected Result/Impact:** AP Test Results **Staff Responsible for Monitoring:** Deans, AP Teachers				

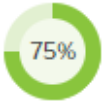
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Award students $100.00 for each test that is scored a 3, 4 or 5. Awards will be issued upon proof of enrollment in a college or university of choice. Awards in form of scholarships. **Strategy's Expected Result/Impact:** AP Test Scores **Staff Responsible for Monitoring:** Principal				

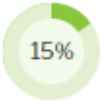
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide ample opportunities for parents to become aware of the graduation plans and to ensure full understanding of AP exam requirements: Parent/teacher meetings, Newsletters/brochures (English/Spanish) **Strategy's Expected Result/Impact:** Sign in sheets, agendas **Staff Responsible for Monitoring:** Principals, Deans, Counselors, Parent Educators				

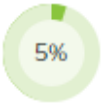
Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide adequate/effective GT basic and maintenance training such as 30 hour mandatory training and 6 hour update training as well as training for Pre-AP/AP teachers (Pre-AP/AP Summer Institute, 12 hours in GT and 6 hour update) **Strategy's Expected Result/Impact:** Sign in sheets, agendas, certificates of completion **Staff Responsible for Monitoring:** Campus Administration and GT Teachers				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide adequate funding to provide AP students the opportunity to challenge the Advanced Placement exams in the Spring for their corresponding courses. **Strategy's Expected Result/Impact:** AP Exam rosters & AP Score Reports **Staff Responsible for Monitoring:** AP Teachers & Deans of Instruction				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide funds for teachers and administrators to attend necessary trainings/conferences/professional developments in coordination with Higher Education Institutions and/or Region One for the improvement of Advanced Academics Programs at DECHS as well as district initiatives such as UT OnRamps, STC, UTRGV, and College Board. **Strategy's Expected Result/Impact:** Advanced Academic course enrollment counts, college course completion counts, college credits earned, AP Exam rosters, AP Score reports, etc... **Staff Responsible for Monitoring:** Campus Administration - Principal and Deans **Comprehensive Support Strategy - Additional Targeted Support Strategy**				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Allow for academic clubs, such as National Honor Society, UT OnRamps, and Mexican American Studies Club, to fund raise for supplies, shirts, field trips, banquets, stoles, and end of year awards and celebrations. **Strategy's Expected Result/Impact:** Rosters **Staff Responsible for Monitoring:** Principal Counselor Club Sponsors				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide ACT & TSI Reviews for students after school and on Saturdays. (BG 3) **Strategy's Expected Result/Impact:** Increased ACT/TSI participation and increased scores indicating college readiness. **Staff Responsible for Monitoring:** Principals Deans, Counselors				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide opportunities for students to participate in enrichment programs to supplement class instruction and promote college and workforce readiness in the form of field trips for exposure to career interests, college visits, STC presentations, etc.. **Strategy's Expected Result/Impact:** Agenda, Sign-In Sheet, Student feedback in the form of essays regarding interest. **Staff Responsible for Monitoring:** Principal, Deans, Counselors **TEA Priorities:** Connect high school to career and college, Improve low-performing schools				

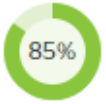
 No Progress Accomplished Continue/Modify Discontinue

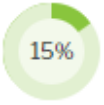
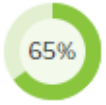
Goal 3: Donna Early College High School will create an instructional environment that will enhance the learning and academic performance of all students and increase the percentage of graduates demonstrating college/career/military readiness.

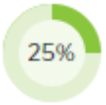
Performance Objective 10: College Readiness/AVID: Full implementation of the AVID Program at Donna Early College High School will grow by utilizing 100% of the 11 AVID Essentials of the Program.

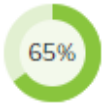
Targeted or ESF High Priority

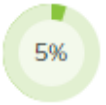
Evaluation Data Sources: AVID lesson plans/curricula, Eduphoria Forethought

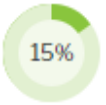
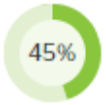
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: AVID Teacher will fully Implement the AVID program to focus on the students in the middle through a strong Reading & Writing Curriculum, Inquiry, Collaboration, Requirements for University Enrollment, Voluntary Participation, etc. **Strategy's Expected Result/Impact:** Parental Notices & Notifications, Class Rosters **Staff Responsible for Monitoring:** AVID Site Team				

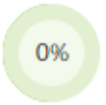
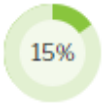
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide funds to continue with AVID college tutors, certificate programs, AVID Parental Meetings, & stipend for Avid Coordinator. **Strategy's Expected Result/Impact:** Tutor Payroll, Time cards **Staff Responsible for Monitoring:** AVID Site Team **Funding Sources:** AVID Contract/Site Agreement - Local (199) - $8,689				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: DECHS will implement an AVID Active Site Team for Data Collection. **Strategy's Expected Result/Impact:** Senior Data Collection Form **Staff Responsible for Monitoring:** AVID Site Team	Sept	Dec	Mar	June
				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Provide funds for AVID staff development, including AVID Summer Institute, AVID Curriculum CDs, Monthly Meetings, UTRGV AVID Teacher/Coordinator Meetings, DISD Symposium, etc. **Strategy's Expected Result/Impact:** AVID Certifications **Staff Responsible for Monitoring:** AVID Site Team, AVID Elective Teachers, AVID Coordinators	Sept	Dec	Mar	June
				

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Provide funds for student celebration and opportunities such as the AVID Senior End of the Year Banquet, College Trips, UT Explore, Ronald McDonald House, Letterman Jackets, and AVID Graduation Stoles. **Strategy's Expected Result/Impact:** AVID Graduation/ Senior Data Report, Class Rosters, Community Service Logs **Staff Responsible for Monitoring:** AVID Elective Teachers, AVID Site Team	Sept	Dec	Mar	June
				

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Allow for fundraising opportunities to raise funds for teacher/student academic scholarships, banquets, field trips to include transportation, lodging, meals, and fees, etc. **Staff Responsible for Monitoring:** Campus administration AVID Coordinators	Sept	Dec	Mar	June
				

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Provide funds for school beautification projects, to include necessary resources such as paint and supplies. **Strategy's Expected Result/Impact:** Improve school culture and climate **Staff Responsible for Monitoring:** Campus Administration	Sept	Dec	Mar	June
				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna Early College 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: Donna Early College High School will develop and implement a plan to increase and maintain highly qualified and certified personnel.

Evaluation Data Sources: Maintain Personnel Attrition Rate to less than 5%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement appraisal system with campus staff according to established procedures/policies and follow through with improvement needs. **Strategy's Expected Result/Impact:** T-TESS Appraisal Instrument Personal Growth Plans Formative / Summative Conferences **Staff Responsible for Monitoring:** Campus Administrators	25%	35%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue to encourage, promote, and support the Alternative Certification Program and Student Teaching Programs. **Strategy's Expected Result/Impact:** Participation List **Staff Responsible for Monitoring:** Principal, Personnel Administrator	25%	30%	60%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Conduct two climate surveys annually, one in the fall and one in the spring, to monitor effective school correlates. **Staff Responsible for Monitoring:** Personnel Administrator	0%	10%	45%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Faculty representatives of the Campus Level Planning and Advisory Committee will meet once a month to discuss current issues and concerns, and will meet with their respective groups of teachers to solve/discuss concerns regarding professional environment. **Strategy's Expected Result/Impact:** Climate Survey Results **Staff Responsible for Monitoring:** CLPAC Members	5%	20%	55%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Involve department heads/teachers in interviewing potential staff. **Strategy's Expected Result/Impact:** List of Certified Teachers List of Department Heads **Staff Responsible for Monitoring:** Principal Department Heads	40%	60%	85%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Assign a mentor to each new-to-the-district teacher, and provide regularly scheduled New Teacher meetings/New Teacher Academy for effective management, organization awareness, & continuous support. **Strategy's Expected Result/Impact:** List of Mentors & New Teachers Sign-ins & Agendas **Staff Responsible for Monitoring:** Deans, Department Heads	25%	40%	75%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: 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 & work days, and refreshments for counselors during Counselor's Week. **Strategy's Expected Result/Impact:** Recognitions **Staff Responsible for Monitoring:** Principal	15%	25%	65%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Utilize strategies to attract highly qualified and high quality teachers such as providing staff shirts. **Staff Responsible for Monitoring:** Principal	5%	15%	55%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide supplies and materials for office staff and administration. **Funding Sources:** office supplies - Local (199) - $209.01	40%	55%	80%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Purchase, disseminate and review Faculty Handbooks to ensure staff members are aware of Campus policies. **Strategy's Expected Result/Impact:** Summative Appraisals Renewals Non-renewals **Staff Responsible for Monitoring:** Principal	15%	30%	80%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Continue providing and upgrading stipend system in teacher shortage areas, i.e., bilingual/ESL, special education, math and science in order to place endorsed staff in the classroom as allowable by district. **Strategy's Expected Result/Impact:** Compensation Plan **Staff Responsible for Monitoring:** Personnel Administrator, Curriculum, Bilingual & Sped Director	15%	15%	25%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Monitor exit interview surveys to identify and address the causes for teacher turnover. **Strategy's Expected Result/Impact:** Exit Form **Staff Responsible for Monitoring:** Administrators	5%	10%	25%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide administrators with a copy of the latest edition of The Educator's Guide to Texas School Law and any additional resources to assist with daily duties and assignments. **Staff Responsible for Monitoring:** Principal, Administrators	0%	0%	0%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Administrative staff will attend trainings/conferences pertaining to their respective areas and which will provide them with pertinent updates and information necessary for the success of the school, including, but not limited to: Abydos Annual Conference, AVID Conference, Lead4Ward STAAR Trainings, Region One Trainings, State Assessment Conference, Summer Law Conference, TASSP Summer Conference **Strategy's Expected Result/Impact:** Certificates of Completion **Staff Responsible for Monitoring:** Principal and Administrators	25%	35%	75%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Campus Secretary will attend annual conference for educational support staff to acquire information related to customer service & people skills to better assist the employees. Information will be shared with other support staff upon return. **Strategy's Expected Result/Impact:** conference agenda & invoice **Staff Responsible for Monitoring:** campus principal	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Donna Early College 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: Donna Early College High School will incorporate technology training at each New Teacher Academies and Departmental Meetings. *100% of new teachers will have participated in technology training each semester.
*Once a six weeks technology presentations will be delivered through department meetings.*100% of new teachers will have participated in technology training each semester.
*Once a six weeks technology presentations will be delivered through department meetings.

Targeted or ESF High Priority

Evaluation Data Sources: Training/Meeting sign ins and agendas for attendance.

Goal 4: Donna Early College 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: Donna Early High School will ensure that the campus has a well maintained facility.

Evaluation Data Sources: Expenditure reports, Eduphoria work order reports, textbook status requests.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Supplies for facility will be purchased as needed to ensure a well maintained facility at DECHS. Including paint, mirrors, furniture, and other interior resources/materials, exterior resources/materials, etc.. **Strategy's Expected Result/Impact:** Staff, Student, and Parent Survey **Staff Responsible for Monitoring:** Campus Principal and Campus Secretary **Funding Sources:** Biometric Clock - Local (199) - $1,395	10%	40%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide funds for land improvements, to include improvements & maintenance on campus marquis for the purpose of communicating important campus events with the community. **Strategy's Expected Result/Impact:** Parental Involvement Community Awareness **Staff Responsible for Monitoring:** Campus Principal	5%	10%	10%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Donna Early College 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 4: Transportation Department: The District will ensure that 90% of the district's bus routes will be on time to drop student at their respective campuses.

Goal 4: Donna Early College 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 5: Warehouse Department: The Campus will ensure that campus/department order requests will be completely processed and delivered within 3 days.

Goal 4: Donna Early College 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 6: Maintenance Department: The Campus will ensure that 95% of the work order requests are accurate and improve the completion rate from 90% to 95%.

Goal 4: Donna Early College 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 7: Technology Department: The Campus will improve the work orders completion to 85% and assist all campuses and departments to improve their inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

Goal 4: Donna Early College 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 8: Custodial Department: The District will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning at least 2 time per day.

Goal 5: Donna Early College 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: Risk Management: The District will ensure that 85% of all campuses have an effective Emergency Operations Plan in place by first six weeks.

Evaluation Data Sources: Campus Emergency Operations Plan

Goal 5: Donna Early College 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: Police Department: The District will decrease the number of cases that fall under the mandatory DAEP or Expulsion offenses by 10% each year by increasing the visibility and proximity to students at the respective campuses.

Evaluation Data Sources: TEAMS reports relating to disciplinary records.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Ensure funds are in place to provide campus police and security personnel with the proper equipment to ensure effective communication and safety throughout the campus, including but not limited to supplies and uniforms. **Strategy's Expected Result/Impact:** Inventory List **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** radios - Local (199) - $1,202	10%	15%	15%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide funds to allow campus police and security personnel to attend pertinent trainings/conferences to the safety of the campus, personnel, and students, including but not limited to drug, discipline, restraint trainings, etc. This will include travel expenses, fees, meals, lodging.	0%	0%	0%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide funds to allow for campus police to escort students to and from athletic and academic events and competitions and monitor local district events. **Staff Responsible for Monitoring:** Campus Administration	0%	0%	0%	

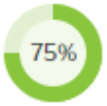
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Install key-less entry system to the campus to ensure safety. All visitors will be buzzed in. **Strategy's Expected Result/Impact:** Create a safer environment **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - Title IV 289 - $8,717	100%	100%	100%	

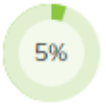
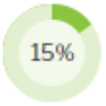
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Donna Early College 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: Nursing/Health Services: Donna Early College High School will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 95% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Evaluation Data Sources: Nurse documentation of screenings/immunization records on file.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide all necessary equipment & supplies to efficiently run the nurse's office, including all medical supplies (wheelchairs, epipens, etc.) & technology related supplies. **Strategy's Expected Result/Impact:** Approved Supply & Inventory Lists **Staff Responsible for Monitoring:** Principal, Nurse				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide funding for nursing staff to attend pertinent and necessary trainings, nurse conferences, & workshops to include transportation, meals, lodging, fees, etc... **Strategy's Expected Result/Impact:** Continuing Education Hours, Certificates of Completion **Staff Responsible for Monitoring:** Principal, Nurse				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Donna Early College 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: Insurance: The District will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Evaluation Data Sources: Open enrollment sign in sheets.

Goal 5: Donna Early College 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: Nutrition/Food Services: DECHS will provide nutritional meals to 100% of all 9-12 students to support academic success.

Evaluation Data Sources: TEAMS BIC and child nutrition reports.

Goal 5: Donna Early College 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: Student Support Services: Donna Early College High School will ensure our students will be psychologically and emotionally served to proactively prevent the frequency of inappropriate and disruptive behavior.

Evaluation Data Sources: Counseling logs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide funds for Counselor to attend necessary training/conferences/professional development in areas of need to ensure a safe and nurturing school environment which supports academic success, psychological and emotional needs of students, and encouraging positive student behaviors. Trainings include: Fueling Hope (UTRGV) (BG 5), Healthy People 2020 (Region One), Empowering Communities. **Strategy's Expected Result/Impact:** Decrease the frequency of inappropriate and disruptive behavior by 20%. **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	40%	70%	90%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Donna Early College 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 7: Pregnancy Related Services (PRS): Provide support services to 100% of the pregnant teens and teen parents in the district that receive childcare .

Targeted or ESF High Priority

Evaluation Data Sources: In-take forms, sign-ins

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide support services to all pregnant teens and teen parents in the district that receive childcare at the District Day Care Center Wee Little Indians. **Strategy's Expected Result/Impact:** In-take forms, sign-ins **Staff Responsible for Monitoring:** Social Worker, CEHI teacher, Coordinator of PRS, Caregivers, School Nurse	0%	0%	0%	

Strategy 2 Details	Reviews			
Strategy 2: Provide health services related to pregnancy, and provide counseling (academic, mental, and physical) services.	Formative			Summative
Strategy's Expected Result/Impact: sign-in forms, student records, student health records **Staff Responsible for Monitoring:** Counselor, Nurse, Social Worker, Coordinator	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 3 Details	Reviews			
Strategy 3: Provide childcare for students' children.	Formative			Summative
Strategy's Expected Result/Impact: Child attendance and individual applications for childcare **Staff Responsible for Monitoring:** Child Care Center Directors and Caregivers	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 4 Details	Reviews			
Strategy 4: Provide modified schedule for students to remain eligible for ADA.	Formative			Summative
Strategy's Expected Result/Impact: Counselor Logs **Staff Responsible for Monitoring:** Academic and CATE Counselors	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 5 Details	Reviews			
Strategy 5: Provide case management and service coordination to obtain services from government agencies and community service organization.	Formative			Summative
Strategy's Expected Result/Impact: intake forms **Staff Responsible for Monitoring:** Life Skills Program for student parents, social worker	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 6 Details	Reviews			
Strategy 6: Provide funds for staff to attend trainings directly related to the program, to include registration fees and travel.	Formative			Summative
Strategy's Expected Result/Impact: proof of registration certificates of completion **Staff Responsible for Monitoring:** Child Care Center Director	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 7 Details	Reviews			
Strategy 7: Social worker will receive training in Ethics and 20 clock hours in the field of social work.	Formative			Summative
Strategy's Expected Result/Impact: Training certification and training logs **Staff Responsible for Monitoring:** Social Worker	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 8 Details	Reviews			
Strategy 8: Teen parents who have children at district day care center will be given support and advice on parenting.	Formative			Summative
Strategy's Expected Result/Impact: intake forms **Staff Responsible for Monitoring:** social worker, coordinator, child care givers, CEHI teacher	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 9 Details	Reviews			
Strategy 9: Provide mandatory CEHI Ed. Home Instruction to all eligible pregnant students during prenatal or postpartum period.	Formative			Summative
	Sept	Dec	Mar	June
	0%	0%	0%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Donna Early College 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 8: Drop Out Prevention: Students will meet or decrease state dropout percentiles, will meet or exceed state graduation percentiles, and will increase completion rates by 10%

Targeted or ESF High Priority

Evaluation Data Sources: Completion rate will increase by 10%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide student support services including, but not limited, to: Counseling, SEL, Drug Education, motivational speakers, Career Day activities, Credit Retrieval Edmentum, STAAR EOC Saturday Academies, Trailer Courses, Summer school for credit recovery, Migrant Program offerings, Life Management Skills, and student resume & work portfolios. (BG 2) **Strategy's Expected Result/Impact:** AEIS, Awards, Recognitions, Transcripts, Grades **Staff Responsible for Monitoring:** Principal, Deans, Counselors	15%	20%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunity for students to take the Credit by Exam with or without prior instruction to make up credits for graduation. **Strategy's Expected Result/Impact:** CBE Rosters, Transcripts **Staff Responsible for Monitoring:** Principal, Deans, Counselors	15%	20%	60%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Train staff in strategies to be utilized for struggling students, needed interventions, instructional action plans. **Strategy's Expected Result/Impact:** Sign ins, Agendas, Certificates of Completion **Staff Responsible for Monitoring:** Principal and Deans	15%	25%	55%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide non-graduating seniors who have not passed one or more STAAR EOC Assessments and/or who are deficient 3 credits or less, the opportunity to enroll at the 3-D Academy. **Strategy's Expected Result/Impact:** Rosters, Transcripts **Staff Responsible for Monitoring:** Campus Administration and Counselors	0%	0%	0%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Formation of campus based attendance committee **Strategy's Expected Result/Impact:** Enrollment data **Staff Responsible for Monitoring:** Campus Administration & Attendance Staff	10%	40%	75%	

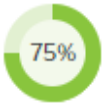
Strategy 6 Details	Reviews			
Strategy 6: Continue an attendance incentive program for students who attend on a regular basis.	Formative			Summative
Strategy's Expected Result/Impact: Warning letters, weekly court filings, meetings with truant students	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus Administration	10%	25%	75%	

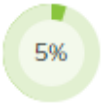
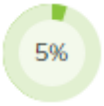
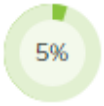
Strategy 7 Details	Reviews			
Strategy 7: Continue graduation incentives for students who meet completion requirements; senior events, including Senior Splash Day.	Formative			Summative
Strategy's Expected Result/Impact: Student Rosters.	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus Administration	0%	0%	0%	

Strategy 8 Details	Reviews			
Strategy 8: Provide clothing/supplies for identified struggling and underprivileged students, to include Christmas Foundation Wal-Mart Trip.	Formative			Summative
Strategy's Expected Result/Impact: Roster	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Counseling Department	5%	15%	20%	

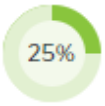
Strategy 9 Details	Reviews			
Strategy 9: Continue providing students the opportunity to take necessary college entrance exams such as ACT, ACT Aspire, PSAT, TSI, SAT, etc. and provide funds for materials, supplies, and equipment as necessary. (BG 3)	Formative			Summative
Strategy's Expected Result/Impact: Rosters, Scores	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Counseling Department	35%	50%	80%	

Strategy 10 Details	Reviews			
Strategy 10: Provide field trips for At-Risk students to improve student outcomes, college interest, and advocate resources.	Formative			Summative
Strategy's Expected Result/Impact: Graduation Rate, Completion Rate,	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Principal, Administration, Counseling Dept. **Comprehensive Support Strategy - Additional Targeted Support Strategy**	10%	25%	25%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide funds for awards, celebrations, and recognition for student success, to include Honor Roll, Perfect Attendance incentives, and top 20 Banquet. **Strategy's Expected Result/Impact:** Student Roster **Staff Responsible for Monitoring:** Administration, Counseling Department				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide funds to host/co-host Financial Aid Night and College Day for DECHS students, including dinner for FAFSA representatives. **Strategy's Expected Result/Impact:** Sign-ins, flyers **Staff Responsible for Monitoring:** Administration, Counseling Department				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide funds to host scholarship recipient celebrations, including Scholarship Night, Top 20 Banquet and Head of the Class. Provide funds to secure and maintain Notary to notarize financial aid applications. **Strategy's Expected Result/Impact:** Rosters & Sign-ins, Agenda, Flyer **Staff Responsible for Monitoring:** Administration, Counseling Department				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Provide funds for student participation and supplies in community and parental involvement activities to promote safe school environment, such as the DISD Literacy Festival and Parade, to include funds for registration, transportation, meals, etc.				

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Provide funds to allow for transportation to and from elementary campuses for the DECHS Senior Graduate Walk as appropriate. **Strategy's Expected Result/Impact:** Roster **Staff Responsible for Monitoring:** Administration				

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide funds for and allow for fundraising for student clubs and organizations to incorporate activities and new traditions that promote a positive school culture and environment. **Strategy's Expected Result/Impact:** Greater Student Participation Positive School environment **Staff Responsible for Monitoring:** Administration Class Sponsors				

 No Progress Accomplished Continue/Modify Discontinue

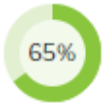
Goal 5: Donna Early College High School will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all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

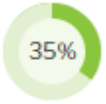
Performance Objective 9: Migrant students will receive enhanced instruction through various models of instruction and instructional resources to meet or exceed the state standards for the STAAR EOC exams.

Targeted or ESF High Priority

Evaluation Data Sources: At least 50% of DECHS migrant students will meet the state standard in English I and II EOC; 55% will meet the state standard in Algebra I EOC, 55% will meet the state standard in Biology, and 50% will meet the state standard in U.S. History. 90% of the students will be promoted/complete grade level requirements by the end of the school year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify all eligible migrant students and determine individual needs for instructional and support services that will identify available resources and make referrals to address said needs, dropout prevention program, coordinate with the entities to ensure that the child has access to the appropriate services and follow-up to monitor and document progress. **Strategy's Expected Result/Impact:** Increase in student state assessment scores and high school credit completion. Student sign-in sheets; home visits; letters to parents; prescriptions; completed surveys **Staff Responsible for Monitoring:** District Migrant Office Recruiters, Migrant Strategists, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Coordinate with available programs offering options for credit accrual to ensure that migrant students are accessing opportunities to earn needed credits and make-up coursework which is lacking due to late arrival and/or early withdrawal. **Strategy's Expected Result/Impact:** Increase in the promotion and graduation rates as per RDA Standards (Results Driven Accountability) **Staff Responsible for Monitoring:** Migrant Strategists; Edgenuity Teachers, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide coordination of homework assistance and tools, collaborating with existing programs and organizations to coordinate student access to resources, and providing students and parents with up-to-date and easy to understand information on how to access homework assistance when needed. **Strategy's Expected Result/Impact:** Increased grades for each grade reporting period. 3 Wk/6Wk Strategists Reports; Intervention Plans; Benchmark Tracking Document; Home Visitation Reports **Staff Responsible for Monitoring:** Migrant strategists, Edgenuity Teachers, teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Develop and implement a set of strategies for partial and full credit accrual for migrant students with late entry/or early withdrawal. **Strategy's Expected Result/Impact:** Students will be on track for graduation credit accrual. Late Entry/Early Withdrawal Policy; Student Sign-in Logs; Transcripts; Edgenuity Reports **Staff Responsible for Monitoring:** Migrant Strategists; Edgenuity Teachers, Teachers; Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Coordinate with the Texas Migrant Interstate Program/TMIP during the summer months in order to serve students from Texas who may attend out of state summer migrant programs to include STAAR remediation opportunities. **Strategy's Expected Result/Impact:** Increased number of students meeting standard scores of Approaches, Meets, or Masters on state assessments or accruing credits for state graduation. COEs ; Enrollment/Completion reports from Receiving States' Schools **Staff Responsible for Monitoring:** Migrant Strategists; Summer School Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	20%	20%	20%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Develop a PFS Action Plan for serving PFS students before the first day of school. The plan will clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. **Strategy's Expected Result/Impact:** Increase in number of students achieving success on all courses, credit accrual, and state assessments. PFS Action Plan; Monthly PFS Reports; PFS Distribution Logs **Staff Responsible for Monitoring:** Migrant Strategists; Edgenuity Teachers; Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6	5%	20%	55%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Offer a variety of alternative methods for credit accrual and recovery, including Edgenuity extended day/Saturdays, by providing: Opportunities for earning credits by exam; use of equipment, space and support staff necessary for successful completion of coursework; offer tuition or fees for summer school, or Credit by exam. **Strategy's Expected Result/Impact:** Increase in students being on target for completion of graduation credits. Progress reports; Student list and Students Course Completion Data, Benchmark results; POs; progress reports **Staff Responsible for Monitoring:** Principal, Counselor, Migrant Strategists, Edgenuity Teachers	10%	15%	40%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Create a migrant extracurricular club or leadership organization as needed (DECHS Migrant Club) specific to migrant secondary students which meets regularly and is designed to: Help students resolve issues and problems related to late entry and/or early withdrawal; facilitate social engagement with school community; participate in extracurricular/community service activities to enhance student involvement in the community and improve personal academic portfolio; promote citizenship and social awareness. **Strategy's Expected Result/Impact:** Increased student involvement. Migrant Club Meeting agendas; Sign-in sheets, travel request forms. **Staff Responsible for Monitoring:** Migrant Strategist; Migrant Director	0%	0%	0%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide school supplies as required for class projects and as allowed by program guidelines when necessary. **Strategy's Expected Result/Impact:** purchase orders, sign-in sheets **Staff Responsible for Monitoring:** Migrant Strategist **Schoolwide and Targeted Assistance Title I Elements:** 2.6	40%	65%	85%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Prioritize educational and support services for targeted PFS students first before regular migrant students by:Tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas. **Strategy's Expected Result/Impact:** Increased achievement Migrant guidelines **Staff Responsible for Monitoring:** Campus administration, migrant counselors and strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.6	5%	30%	50%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide transportation for migrant students for the purpose of providing community service, leadership academies, workshops, conferences and college/ university visits, and after/before school and Saturday tutorials. **Strategy's Expected Result/Impact:** Increased interest in post secondary education and community service. Title -1 C funds, buses, MEP Funded Vehicle **Staff Responsible for Monitoring:** Migrant strategists	0%	0%	0%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Implement strategies to address the following areas in migrant student accountability: decreasing the migrant dropout rate, increasing the migrant graduation rate, increasing the number of seniors taking college entrance exams and assisting students with payment of such exams, and increase STAAR assessment attendance rate. **Strategy's Expected Result/Impact:** Meeting RDA Standards **Staff Responsible for Monitoring:** Migrant strategists, counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Connect high school to career and college	10%	30%	60%	

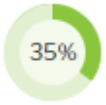
Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide celebrations, certificates, prizes, plaques, ribbons and small trophies that are nominal in cost to celebrate migrant student participation and success/recognition during the school and end of school year. These include, but are not limited to Migrant Senior Recognition Events, Campus Wide Recognition Assemblies, recognition during district events such as PAC meetings or school board meetings, publishing acknowledgments in District Newsletters, Migrant Club Meetings, Fund Raising Events, etc. **Strategy's Expected Result/Impact:** Decreased Migrant Drop Out Rate. Program Agenda of Events; Purchase Orders, Report Cards, Agendas, Student Lists, Pictures, Newsletters, Articles **Staff Responsible for Monitoring:** Principal, Migrant Strategists, Counselor, Teachers **ESF Levers:** Lever 3: Positive School Culture	0%	0%	0%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Provide MEO Lab and Edgenuity extended day for content courses to ensure credit accrual and consolidation of credits. **Strategy's Expected Result/Impact:** Increased student success in acquiring necessary graduation requirements. Progress Reports, Class Rosters, Grade Reports **Staff Responsible for Monitoring:** Principal, Counselors, Migrant Strategists, **Schoolwide and Targeted Assistance Title I Elements:** 2.6	0%	0%	0%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Project M.U.S.E (Migrant University Summer Experience) that will include credit advancement, college course for measures, and college readiness. **Strategy's Expected Result/Impact:** Increase graduation rate. progress checks, course completion reports **Staff Responsible for Monitoring:** Campus admin, Migrant Strategist	0%	0%	0%	

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Tutorials by content area teachers including Edgenuity and content support. **Strategy's Expected Result/Impact:** Increased student achievement as indicated by grading report periods. Sign-in logs, teacher calls, flyers handed out **Staff Responsible for Monitoring:** Principal, Counselor, Migrant Teachers, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Issue laptops for research, PowerPoint presentations, and college courses, giving priority to PFS students. **Strategy's Expected Result/Impact:** Increased student achievement as indicated by grade reports. Parent Responsibility Forms, Laptop Checkout Forms, Benchmark scores, Improved Grades for Reporting periods, random checks throughout the year **Staff Responsible for Monitoring:** Migrant Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Incorporate various technological approaches to inform staff of the migrant program guidelines and updates. **Strategy's Expected Result/Impact:** Increased awareness of migrant program. Staff Development Presentations and Teacher consults **Staff Responsible for Monitoring:** Migrant Strategists **ESF Levers:** Lever 1: Strong School Leadership and Planning				

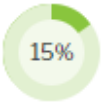
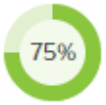
Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Facilitate the Texas Success initiative process and assist migrant students with ACT/SAT/PLAN/PSAT/TSI registration. **Strategy's Expected Result/Impact:** Increase in migrant college readiness. List of Students Testing **Staff Responsible for Monitoring:** Counselor, Migrant Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals				

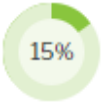
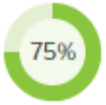
Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Provide strategies to assist students in making post-secondary choices, including college/university visits, financial aid workshops, College Assistance Migrant Program, Pathway to Scholarship program, and Texas Success Initiative progress. **Strategy's Expected Result/Impact:** Increase migrant graduation rate and enrollment in post secondary institutions of education. Travel Requests, College Applications **Staff Responsible for Monitoring:** Counselor, Teachers, CATE Director/Supervisor/Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college				

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21: Assign secondary migrant strategists to coordinate and align proper graduation requirements and guide students for on-time graduation and increase the migrant graduation rate to 90% or higher, and provide academic intervention such as individual counseling presentations to significantly decrease the annual dropout rate. **Strategy's Expected Result/Impact:** Decrease the annual dropout rate. Progress reports, progress reports, transcripts, annual graduation rates, annual dropout rates **Staff Responsible for Monitoring:** Principal, Migrant Strategists, Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 22: Ensure migrant students taking the EOC exams are present at testing time by monitoring attendance and providing appropriate interventions, and providing the appropriate remedial courses for failed EOC exams. **Strategy's Expected Result/Impact:** Increased EOC scores and increased percentage of migrant students meeting all graduation requirements. EOC Attendance Reports, student schedules, progress reports, report cards **Staff Responsible for Monitoring:** Counselor, Attendance Clerks, Migrant Strategists, **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 23: Implement core curriculum with district timelines, and integrate Kagan with the district ELA Curriculum, implement thematic units of instruction incorporating hands on activities, experimentation, presentations, and student projects, and schedule migrant LEP students into classrooms providing SIOP methodologies. **Strategy's Expected Result/Impact:** Increased scores on student state assessments. Class Rosters, Department meetings, list of students, benchmark results **Staff Responsible for Monitoring:** Principal, ELA Director, Counselor, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction				

Strategy 24 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 24: Failure intervention and data analysis, including providing benchmark testing and follow conferencing on student progress, parent calls, teacher consultations, administrator consultations, DAEP visits, home visits, attendance monitoring, letters, notes, student assistance committee, etc. **Strategy's Expected Result/Impact:** Increased passing scores on state assessment. Increase in migrant graduation rate. Benchmark Results, teacher grade sheets, Classroom assignments, sign-in sheets, student profile sheets, intervention logs **Staff Responsible for Monitoring:** Principal, Teachers, Counselors, Migrant Strategists, Parents **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6, 3.2 - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 25 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 25: Review transcripts to ensure migrant students are on track for graduation and implement credit consolidation, credit recovery, credit accrual, and schedule credit deficient migrant students in to Migrant Education Options Lab. **Strategy's Expected Result/Impact:** MEO Prescription and lab reports, sign-in sheets **Staff Responsible for Monitoring:** Counselor, Migrant Strategist **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 26 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 26: Provide funds to purchase supplies to migrant staff in order to operate migrant classrooms and offices from warehouse or approved vendors, including but not limited to pencils, paper, markers, posters, glue sticks, desks, chairs, filing cabinets, shredder, shelves, science equipment, etc. **Strategy's Expected Result/Impact:** Increase efficiency in addressing migrant concerns, credits, graduation requirements, and interventions. Purchase Orders **Staff Responsible for Monitoring:** Principal, Counselor, Migrant Strategists, MEO Lab, Teachers **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	0%	40%	80%	

Strategy 27 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 27: Provide for ongoing Staff Development for MEO teachers and Migrant staff in the core areas, program guidelines, and student initiatives, including but not limited to Abydos, , CAST, Region One Trainings, etc. **Strategy's Expected Result/Impact:** Improved instructional practices targeted at migrant student success. Sign-in sheets for department meetings, associations, newsletters, registrations **Staff Responsible for Monitoring:** Principal, Federal Programs Director, Department Heads, Central Office **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	0%	0%	0%	

Strategy 28 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 28: Inform parents on the financial aid process, college admissions process, and migrant program updates. **Strategy's Expected Result/Impact:** Increase number of migrant students who pursue a postsecondary education flyers sent out, Financial Aid Night **Staff Responsible for Monitoring:** Counselors, Migrant Strategist **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture	0%	0%	0%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Donna Early College 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 10: Fine Arts: Students will perform in local, area, regional and state competitions.

Targeted or ESF High Priority

Evaluation Data Sources: Ratings in each round of competition will be used for evaluation purposes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Continue providing supplies/ equipment/fees/meals/ travel lodging 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 Staff	0%	0%	20%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All Fine Arts Teachers will provide concerts, recitals, exhibits, and performances for Parents and Community. Provide Refreshments, Costumes, Sets, Music, Video, Audio, Technology Equipment, Consultants, etc...to facilitate events. **Strategy's Expected Result/Impact:** Exhibits & Recitals **Staff Responsible for Monitoring:** Fine Arts Staff	10%	25%	55%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide opportunities for Fine Arts staff to attend trainings/ conferences in respective areas of need. Including: TMEA, TCDA, TBA, TDA, TAEA, TETA, Thespians, etc. Provide funds for outside consultants to support Fine Arts Curriculum. **Strategy's Expected Result/Impact:** Lesson Plans **Staff Responsible for Monitoring:** Fine Arts Director	15%	30%	50%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Schedule recognition activities for student performances and student incentives for fine arts clubs and organizations, including but not limited to, the Art Club, End of Year Banquet, Mariachi Performances, inclusive of all Fine Art Programs, etc. **Strategy's Expected Result/Impact:** Student Participation List **Staff Responsible for Monitoring:** Fine Arts Director and Staff	10%	25%	25%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide resources to support competitions and try outs hosted including judges fees and other necessary supplies, including allowing for all Fine Art Clubs to fund raise for club shirts, competition registration, field trips, and supplies. **Strategy's Expected Result/Impact:** Participation Lists Final Results Lists **Staff Responsible for Monitoring:** Fine Arts Director and Staff	20%	35%	70%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Allow for the all Fine Arts Clubs and Organizations to fund raise for club shirts, competition registration, field trips, and supplies. **Strategy's Expected Result/Impact:** Participation Lists Inventory Lists **Staff Responsible for Monitoring:** Fine Arts Staff	15%	40%	70%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Allow for transportation to and from different venues and events for educational, fund-raising, and community service opportunities, including Rio Reforestation. **Strategy's Expected Result/Impact:** awareness community awareness **Staff Responsible for Monitoring:** campus administration art teachers	0%	0%	0%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Allow funds for the purchase of materials, supplies, equipment and storage to effectively instruct students, including pottery supplies, kiln supplies, technology, etc. **Staff Responsible for Monitoring:** Campus Administration Art Teachers	35%	60%	85%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide trainings and staff development in CPR, First Aid, and AED skills. **Strategy's Expected Result/Impact:** CPR Certification **Staff Responsible for Monitoring:** Campus Administration, Fine Arts Coordinator/Director	0%	0%	0%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Donna Early College 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 11: Physical Education: Students in the physical education/ health classes will master at least 80% of the concepts and required skills, and DECHS will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for p.e. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Targeted or ESF High Priority

Evaluation Data Sources: Students will be able to demonstrate mastery on written and performance based assessments.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Collect fitness data for all students enrolled in PE/Health using FITNESSGRAM. **Strategy's Expected Result/Impact:** Annual Fitness Gram Data **Staff Responsible for Monitoring:** Campus PE Teachers and Department Chairs	0%	0%	0%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Schedule students into appropriate and required PE and Health courses, according to students' grad plans. **Strategy's Expected Result/Impact:** Transcripts, Credits, Grades **Staff Responsible for Monitoring:** Principal, Counselor	50%	55%	60%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide funds to purchase CPR/First Aid/AED Training DVDs and participant manuals/CPR certification, PE Uniforms, locks for lockers, PE equipment for students and staff. **Strategy's Expected Result/Impact:** CPR Certification for all students. **Staff Responsible for Monitoring:** Principal	10%	10%	10%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide trainings and staff development in Fitness Gram, CPR, First Aid, and AED skills. **Strategy's Expected Result/Impact:** Sign ins, Agendas, Certificates of Completion **Staff Responsible for Monitoring:** Athletic Coordinator, Principal, Department Chair	0%	0%	0%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Donna Early College 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 12: Athletics: Students will compete in local, area, regional and state competitions in all individual and team sports at zoned campus accordingly.

Targeted or ESF High Priority

Evaluation Data Sources: Students and teams advancing to the various rounds of competition will be used for evaluation purposes.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide supplies, equipment, fees, meals, and travel for participating students to be successful in athletic courses and competitions for all sports, including basketball, volleyball, soccer, cheer, Teepee crew, etc. This is to include: athletic supplies, uniforms, sports equipment, competition fees, meals, travel and lodging, registration fees for students and staff, maintenance supplies, athletic facilities, software, etc. **Strategy's Expected Result/Impact:** student participation lists **Staff Responsible for Monitoring:** Athletic director cheer sponsor	0%	0%	0%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide funds for all athletic & cheerleading staff to attend trainings/conferences to keep up to date with current UIL side by side rules, CPR/AED, Fitness Gram training, etc. . **Strategy's Expected Result/Impact:** Agendas, Sign-in Sheets, Student Rosters **Staff Responsible for Monitoring:** Athletic Director	0%	0%	0%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide funds for activities and ceremonies recognizing students for their achievements & provide opportunities for parents to attend special student recognition events, including Parent's Night. **Strategy's Expected Result/Impact:** Parent Sign-in Sheets, participation lists **Staff Responsible for Monitoring:** Athletic Director	0%	0%	0%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Donna Early College 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: DLPAC: The Campus will maintain 100% of the required members in both District and Campus Level Planning and Advisory Committees to oversee all improvement activities at least 5 times per year.

Evaluation Data Sources: CLPAC and DLPAC Sign In Sheets and Agendas

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$300.00
				+/- Difference	$300.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2	TSI exams		$813.75
3	10	2	AVID Contract/Site Agreement		$8,689.00
4	1	9	office supplies		$209.01
4	3	1	Biometric Clock		$1,395.00
5	2	1	radios		$1,202.00
				Sub-Total	$12,308.76
				Budgeted Fund Source Amount	$71,858.00
				+/- Difference	$59,549.24

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	12	Student Chromebooks	211.11.6399.00.009.24.0.ON	$21,000.00
2	7	12	One Touch flat panel boards	211.11.6395.00.915.24.0.00	$287,784.00
				Sub-Total	$308,784.00
				Budgeted Fund Source Amount	$6,367.00
				+/- Difference	-$302,417.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	5			$376.00
				Sub-Total	$376.00
				Budgeted Fund Source Amount	$990.00
				+/- Difference	$614.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$301.00
				+/- Difference	$301.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	4			$8,717.00
				Sub-Total	$8,717.00
				Budgeted Fund Source Amount	$10,800.00
				+/- Difference	$2,083.00
				Grand Total Budgeted	$90,616.00
				Grand Total Spent	$330,185.76
				+/- Difference	-$239,569.76

Addendums

Donna Independent School District

3D Academy

2021-2022 Campus Improvement Plan

Mission Statement

The mission of 3D Academy is to provide a rigorous and supportive learning environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students.

Vision

We envision 3D Academy as being an exemplary school staffed with highly qualified individuals working collaboratively to graduate college, career, and military-ready students who will be a powerful force for positive change in our community.

Core Beliefs

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to

- Provide a vertically aligned rigorous curriculum (PK-16).
- Provide well-planned student-centered instruction that focuses on project-based learning with real world connections.
- Provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills.

2. We believe that educators have the most powerful impact on student achievement. As a result, we are determined to

- Attract and retain highly qualified staff.
- Provide ongoing targeted staff development.
- Provide the most current research-based and state of the art instructional resources.

3. We believe that educational equity and excellence will eliminate the achievement gap. As a result, we are determined to

- Provide opportunities for every student to learn in a manner that is consistent with his/her learning style.
- Afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum.
- Provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources

4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment. As a result, we are determined to

- Enforce the policies of the Donna Independent School District's adopted Student Code of Conduct.
- Provide security measures at all campuses to establish a learning climate of mutual respect.
- Ensure that every staff member, campus, and classroom is supportive of all students and their unique differences.

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

- Establish policies and procedures to promote ethical practices in all areas of fiscal management.
- Provide periodic audits to ensure that all staff and outside providers are committed to following sound fiscal practices.

- Provide staff training to encourage ethical conduct and a commitment to compliance with the state and federal laws.

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

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

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

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

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

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

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Goal 2: Donna I.S.D 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase. 17
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment numbers at 3D Academy decreased from the previous school year. As per the Fall 2019 TSDS Snapshot, 146 students were enrolled for the fall semester compared to 158 total students from the previous year. Overall, 3D Academy had a total of 252 students enrolled during the 2019-2020 school year (a 15% decrease from last year).

3D Academy is made up of rural area students with 46-52% of its population being LEP students, 45% ESL students and 9% special education students. 99% of its students are identified as Hispanic with a 50/50 males-females percentage (54% - 46% in the summer). Currently, 3D Academy enrolls students from grades 9-12 and who are in danger of not graduating with their cohort or students who have fallen behind due to their past records at their home campus. All students enrolled at 3D Academy are interviewed to ensure they are coming voluntarily and to make sure our campus will be able to meet their needs. Students are invited to enroll and take advantage of the multiple opportunities provided at 3D Academy.

Students who enroll at 3D Academy have not exited their respective programs but do eventually meet the graduation requirements in spite of their at-risk identification. 100% of all 3D Academy's students are "at risk" students. Student categories for at-risk include: student failure to meet standards on STAAR exams, students not passing to next grade level due to insufficient credits, the student is a parent, the student has been placed in AEP and students is identified as LEP and or a drop-out. Students continuously enroll or withdraw due to various reasons and stability is usually lacking for a large portion of our students; hence, the campus mobility rate is at 87%.

With regards to staff demographics, staff members at 3D Academy are comprised of 1 Administrator, 1 Dean of Instruction, 1 English Strategist, 1 Counselor, 1 Nurse, 1 Student Liaison, 3 Math Teachers, 2 Science Teachers, 3 ELA teachers, 3 Social Studies Teachers, 1 BIM teacher (dual assignment from DAEP), 1 Special Education Teacher, 1 Special Education Instructional Aide, 1 Secretary, 2 Clerks, 2 Custodians, and 1 Security Guard. 70% are females, 30% are male. 97% of staff is Hispanic. One of the strengths at our high school is the low student to teacher ratio, which allows students to benefit from everyday targeted, focused, data-driven instruction (this resulted in an increase number of students who received an approaches performance level on their EOC exam).

Demographics Strengths

1. 3D Academy has a good teacher student ratio.
2. 3D Academy's teacher turnover rate is excellent (reasons teachers leave 3D Academy are retirement or job promotion)
3. Flexible opportunities of all students.
4. Experienced teachers.
5. Assessment data showed growth.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is high number of attendance problems and a high percentage of students are at risk of losing some or all of their credits due to insufficient attendance. **Root Cause:** Students have a history of truancy problems due to real life challenges (e.g. lack of childcare, legal problems, lack of home stability) that need to be addressed.

Problem Statement 2 (Prioritized): There is a lack of CCMR programs available to our students at 3D Academy. **Root Cause:** 3D Academy lacks MOUs with outside agencies to provide students with CTE course options and has no CTE teachers on campus to provide students with CTE courses. Furthermore, 3D-Academy scheduling interferes with CCMR classes at the high school thus limiting the opportunities for its students to take courses at DHS or DNHS.

Problem Statement 3: There was a lower number of student enrollment **Root Cause:** Lack of advertisement or community awareness on behalf of the school.

Student Learning

Student Learning Summary

Student achievement data is disaggregated and interpreted using multiple sources which include: six weeks passing and failing averages, credits earned, student attendance, TELPAS ratings, special accommodations for instruction and assessments, Student Learning Objectives, and individualized content STAAR assessment scores.

3D Academy follows a non-traditional calendar which is broken into trimesters. Hence, one six weeks equates to one semester. Every six weeks students either pass or fail which results in a received credit. Each credit earned allows the student to inch closer to graduation and move up a grade level. Nonetheless, given the calendar that we follow, students who are consistently absent for unexcused reasons will not benefit from 3D Academy.

Integrated accommodations allow 504 students and special needs students to advance at a comfortable pace. However, due to the acceleration of the curriculum, some quality/quantity of the curriculum may be absent. Furthermore, it is often difficult to rely on the assessments as good indicator for the students' academic progress particularly given that students rely on the IGC process to graduate (this happens more frequently with Eng. I and II EOC's).

In the past, the goal of 3D Academy has been to prevent dropout rates and provide credit recovery to the point the students meet their graduation requirements. The importance of the EOC's was primarily to ensure students passed 3 of the 5 in order to qualify for the IGC process. To increase the significance placed on these assessments, students were made aware that an increase in their scale score was expected in order to receive a positive recommendation by the IGC committee. However, this practice is changing and the goal for 3D Academy is to ensure students are CCMR by the time they graduate.

At 3D Academy, students have the opportunity to receive multiple credits throughout the school year. Within a six weeks times, or trimester, a student receives a half credit for every class they pass. In most cases, a student can garner up to 2-3 credits per six weeks if they are actively attending and participating in class. Additionally, every student is concurrently enrolled in an Edmentum course (PLATO) where they can also get more credits. Within a week, a student can get an entire credit through PLATO if they finish all the simulated lessons and coursework. Due to the accelerated time frame 3D Academy follows, students who are actively participating and attending classes are making the most progress. Hence, not only are they receiving the most instruction throughout the six weeks, but they are also picking up many credits; and in turn being prepared to pass any content area STAAR assessments they need.

3D Academy is already considered an intervention campus, therefore, within every classroom small groups, differentiated and shelter instruction strategies are constantly in use. Students who are actively seeking out tutoring or that are attending EOC camps get a chance to clarify any misconceptions about content with their teachers before an assessment. These students get an in-depth explanation and one on one time with the teacher covering core content. 2019 Fall EOC data was positive and showed improvement in most areas. Our US History department surpassed the set goal for our Targeted Improvement Plan's Cycle 2, and overall there was improvement in the percentage of students achieving approaches performance level on the state exams.

FALL EOC DATA:

Eng 1: 38% app (+22), 3% meets (-4), 0% masters (0),

Eng 2: 14% app (+5), 6% meets (+4), 0% masters (0),

Alg.1: 82% app (+31), 18% meets (+10), 9% master (+6),

US: 73% app (0), 40% meets (+22), 8% masters (+4),

Bio: 67% app (+10), 0% meets (-9), 0% masters (0)

As for the attendance and drop-out rates, as in any alternative public school, mobility and apathy play a significant and negative impact on academic and graduate performance. Attendance continues to be a problem at 3D Academy and efforts have been made to improve in this area. This year, students with perfect attendance were rewarded with meals and were allowed to participate in various campus events. Nonetheless, our attendance still suffered and dropped as low as 45% with a high of 72% average.

Students with consistent attendance rates make the greatest annual progress. They earn the most credits and have the highest passing rates for state assessments. All entering students are capable to making projected growth. However, it is the students who attend tutoring and are actively participating in class that are showing the most significant signs of projected growth. Additionally, all enrolled students are being taught in small teacher to student ratio classes, which helps them benefit from sheltered instruction practices. This allows their progress to spread throughout all the content areas despite if they are ELL, Special Education or 504.

Student Learning Strengths

Our campus has a good student to teacher ratio thus improving student outcomes (individualized teaching and tutoring).

Implementation of trades in our campus improved.

Aligned curriculum and developed action plans.

Targeted instruction through SLO development

Experienced content area teachers

Shared conference period to allow collaboration between teachers to discuss best practices

Sharepoint (curriculum, scope and sequence, differentiated instruction)

Project Rise (Staff development/Master Teachers)

EOC Review materials provided by central office directors (SS)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Scope and sequence and assessment calendars are lacking in some of the content areas. **Root Cause:** Lack of support/guidance/feedback/collaboration and no follow through from central office directors

Problem Statement 2: Attendance rates are below the standard. **Root Cause:** Domestic instability, lack of childcare, physical & mental conditions, and economic disadvantages all contribute to student absenteeism.

Problem Statement 3: Lack of technology resources/supplies, Wi-Fi access, and infrastructure. **Root Cause:** Technology spending in schools can be very costly, the lack of Internet access is evident for students who live in rural areas or come from a low social-economic background, and infrastructure; the need to expand learning space that is more inviting and interesting.

Problem Statement 4: Low concurrent enrollment and CTE staff. **Root Cause:** Many students lack interest, have jobs, and/or are not prepared or can handle the stress that comes along with the demands of college. CTE staff may be low because our campus does not have the facilities or the workplace to teach trades, and it may have a rigorous work schedule.

School Processes & Programs

School Processes & Programs Summary

All teachers and instructional aides meet the appropriately certified requirements as per the TEA. Every teacher at 3D Academy is provided with opportunities to attend Professional Development involving best practices in and around their area. Departmental Instructional Planning Days are scheduled strategically throughout the calendar year and the campus Principal along with the content strategists and Dean will review the data to plan for professional development. This in addition to teacher's goals and student learning objectives collectively play a role in determining what professional development to plan throughout the year. All professional development is discussed via department meetings and then submitted to the principal for review. Region I, IEP training, Sheltered Instruction, TCSS (Texas Council for the Social Studies), CAST (Conference for the Advancement of Science Teaching), RGVA (Rio Grande Valley Science Association of Texas), are but a few resources teachers have available. Implementation is monitored via walk-throughs, coaching sessions and T-TESS. 3D Academy's goal is to retain 97% of its staff and to maintain 90% attendance rate.

Follow-up data regarding teacher performance is provided to teachers via Eduphoria using the T-TESS format and walk throughs. Donna ISD recruits highly qualified and effective staff through the use of job fairs, the Donna ISD website, and newspaper ads. Once the interview process is completed, recommendations are then submitted to the board for approval. Our staff attendance rate is within goal.

During the registration process, students and family members are given the opportunity to meet with campus administrators and counselors. The meetings allow significant information to be communicated regarding our program, rules, and expectations. For instance, a student code of conduct is distributed to each party to ensure campus policy and procedures are understood. Students and family members are also educated on how to be successful in our program. Therefore, they are informed on the importance of obtaining credits, attending school on a daily basis, and maintaining good behavior. Throughout the school year, family members are continuously encouraged to be involved in their child's education. Parent phone calls and home visits are made in an effort to contact families regarding their child's education and to inform them on the importance of their involvement. Families are also invited on campus to meet with teachers to view their child's classroom work or to discuss any questions or concerns they may have. As 3D Academy services predominantly Spanish speaking households, all information distributed to students and parents is provided in both English and Spanish. The majority of staff members are bilingual and can effectively communicate with families, as the translation is required.

For the students residing at home, parents are included in their child's education by assisting in financial aid sessions. During the financial aid development, parents are required to input information, as well as provide employment documentation. Parents are also a part of the CLPAC and DLPAC committee, which includes them in the decision making process at the campus and district level. In 504 and ARD meetings, family members are invited to help the campus determine ways the student can be successful in their education. South Texas College and Texas Workforce representatives are also invited to ARD meetings to provide information and assist the student in their post-secondary education. To help students and families with the necessities they may need, various clothing and shoes are donated. They are also provided with additional information on agencies that can offer financial assistance, such as 211. If a student requires help with medical or personal issues, they are referred to organizations that can assist with their specific need. For instance, Nuestra Clinica del Valle, John Austin Pena, Palmer Drug Abuse Program, Behavioral Health Solutions of South Texas, Youth Recovery Community, Buckner Star Program, Teaching & Mentoring Communities, along with Texas Health and Human Services assist students and families with health care, counseling, crises intervention, and substance abuse. In addition, our campus partners with the Mothers of Preschoolers Program (MOPS), Valley AIDS Counsel, and LUPE to further assist and support students and families.

For the special population on campus, the inclusion teacher and paraprofessional provide instructional accommodations and support. The Individual Education Plan of the special education student and Individual Accommodation Plan of the 504 students determine the type of assistance provided. The districts social worker and school psychologist also provide counseling services to students in need of additional assistance. The counselor and a school strategist are available to help migrant students stay on track with their education and attendance. A home instruction program also assists pregnant and teen mothers with continuing and completing their education. In addition, teachers are provided with professional development on sheltered instruction and differentiated instruction to help them implement strategies for the EL population, as well as to increase the academic success for all diverse learners on campus. An ESL and ELA strategist provides additional assistance to teachers who need help creating and implementing sheltered instruction. At the beginning, middle, and toward the end of school year, LPAC meetings are arranged to determine the essential modifications or accommodations needed for each EL student. The services listed have been effective in helping the at-risk students complete their credits needed for graduation.

3D Academy also partners with various organizations to assist students with post-secondary education. For example, Texas State Technical College, South Texas College, Brightwood College, The University of Texas-RGV, The University of Cosmetology Arts & Sciences, and Vogue College provide students with detailed information on their

institution, such as the services they can provide, along with degree plans. Field trips and transition fairs help to provide students with the opportunity to tour different campuses and seek clarification on the services provided by the organization. In addition, a TAMUK career interest inventory assists students in exploring job opportunities and obtaining information on qualifications needed to pursue a chosen career. Furthermore, Texas Workforce Solutions offers a job readiness training for special education and 504 students interested in learning how to create a resume, complete an application, and conduct a proper interview. The family and community involvement has helped to improve student knowledge, experience, and has helped to create a positive campus culture.

School Processes & Programs Strengths

1. Teachers receive support & feedback via Project RISE Master teacher and walk-throughs.
2. Teachers are provided with opportunities to attain professional development throughout the year.
3. Efforts are made to include all stake holders in the decision-making processes.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is low parent/family involvement at 3D Academy. **Root Cause:** 3D Academy students often do not have the supports at home and/or parents are unaware of the available opportunities for them to get involved at school.

Problem Statement 2: There is a lack of promotional outlets for family and community involvement. **Root Cause:** The campus has not provided parents and the community members with additional opportunities to be further involved with our program.

Problem Statement 3: 3D Academy's discipline plan does not effectively address students' behavior. **Root Cause:** There is a lack of effective interventions and/or consequences for students who get written-up.

Problem Statement 4: Training opportunities for non-exempt employees is not always available. **Root Cause:** Training and/or funding is not always available for the support staff to attend training.

Problem Statement 5: There is a lack of volunteer opportunities, internships and job shadowing available. **Root Cause:** Partnerships with outside agencies or organizations have not been fully established.

Perceptions

Perceptions Summary

Students describe the campus as a clean and flexible learning environment, where they are able to complete their credits, pass their STAAR exams, and obtain their high school diploma. Teachers believe the campus creates an environment which fosters important relationships between teachers and their students, through smaller class sizes and increased opportunities to know their students. These relationships promote student learning and successful completion of graduation requirements. Students appreciate the flexibility of scheduling and the rapid pace possible, allowing them to catch up on their credits. When students visit the campus with the hopes of registering, they are immediately welcomed by the front office staff. They then meet with the school counselor and school principal to discuss the program requirements, class schedule, and are allowed to ask any questions they might have. Both students and staff share the same mission. We want the students of 3D Academy to complete their graduation requirements college, career, and military ready. The school counselor, office staff, and teachers are always available to answer questions and direct students throughout the day. The attention given to each student creates a greater sense of belonging and shows a concern for their well-being and success. The staff at 3-D Academy genuinely care about the helping each student graduates and reach their full potential. Our campus is small, so students get to know each other and have the opportunity to work together towards similar goals. Teachers feel the small class sizes make it easier to give each student the individual attention they need and are able differentiate instruction to better target the student's needs.

Our campus has some effective safety measures in place. We have a full-time security guard on campus, all doors are locked, and all visitors must announce themselves via knocking or by phone and report to the main office. All students are required to sign out whenever leaving the campus early. All school personnel are required to wear photo identification tags. As an additional security measure, our campus is partially fenced in and we have security cameras. Unfortunately, we have walls to our computer labs and offices which are completely glass; these are covered with motivational posters in order to obscure the view inside. However, they could be easily shot and broken to reveal students inside and these rooms have no secondary exit. Some classrooms have windows but no way to open them, should an emergency arise. Portable buildings, like the classrooms, need to have secondary exits and be made more secure. The portable doors need to have a peep hole so that teachers can see out before opening their doors. Ensuring student, teacher and staff safety makes it easier for teachers to teach and for students to learn.

The majority of our students are satisfied with the school's culture and climate. They feel our campus provides a relatively safe environment, conducive to learning. While students are satisfied with our campus, we still continue to have a problem with attendance, tardies and cell phone abuse. Some of our students have jobs and families outside of school that they must prioritize, which in turn affects their attendance and punctuality. In order to encourage attendance, office staff make daily phone calls to the homes of students who are absent. If the student continues to be absent, home visits are made by our Community Liaison. Students with high absenteeism are referred to truancy court when no other option is available. However, those with good attendance are rewarded with meals, field trips, and public announcements. Some of our students have never traveled outside of the Valley and would benefit greatly from field/lessons trips both locally and outside of the RGV. These trips could be a means of instruction and a way to encourage good campus behavior and attendance.

Most of the discipline problems that arise at our campus result from students leaving campus without permission, being insubordinate/disrespectful, and/or drug related issues. Each year, students are informed about the adverse effects of drugs and alcohol, as well as the consequences they will face if they are under the influence or in possession of controlled substances on campus. The K-9 unit occasionally visits our campus to sweep for drugs. Every year the school counselor meets with students to discuss and discourage bullying. Any incidents of bullying are handled immediately by campus administration. Disciplinary removals to DAEP have occurred primarily due to drug-related offenses. Discontinuance of school enrollment is rare and is usually due to the student's failure to comply with school attendance, conduct, and academic policies.

3D Academy has not had many problems related to gangs or weapons. The majority of our discipline problems are insubordination or drug related. Students are informed about the adverse effects of drugs and alcohol and about the disciplinary actions that follow drug-related offenses. If students are caught under the influence of drugs or alcohol, they are removed from campus and sent to DAEP. Our academic counselors are able and willing to provide counseling services to any student who requests them.

Each year, the academic and behavioral practices are reviewed by the school administration, with the oversight of the superintendent. Our strategies have proven to be effective for preserving an overall safe learning environment. The school policies are both proactive and reactive. The walls of our campus are covered in motivational posters meant to encourage and motivate students to succeed. Classroom management and organization has not been a major problem at our campus. Due to the small class sizes, teachers are better able to manage their classrooms. Our staff does not need to write referrals often; most problems are managed effectively in the classroom. However, at times students having conduct issues may be sent to the office where they conference with the school principal in order to reach a solution. Due to successful classroom management techniques, student

achievement is able to continue growing.

3D Academy is an alternative campus so student clubs were not part of the budget. However, all students have the opportunity to participate in activities we have throughout the year (e.g. listening to guest speakers who come and inform our students about various topics, college campus tours that allow our student to experience the different colleges and universities available to them, and field trips). When a student meets their graduation requirements, the student is brought to the front office to ring a ceremonial bell over the intercom. This is a way of congratulating the student and motivating other students to complete their graduation requirements as well.

Perceptions Strengths

Students' perception of their teachers and 3D Academy is favorable.

Student referrals were considerably low this school year.

Stakeholders create high expectations to achieve student achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Safety measures in place do not address all stakeholders' concerns. **Root Cause:** Teachers and students located in portables are not as safely secured as teachers and students located inside the main building.

Problem Statement 2: Parents/guardians unaware/misinformed of the vision and mission of our campus. **Root Cause:** There is a lack of communication and/or sharing the vision and mission of our campus to all the outside stakeholders.

Problem Statement 3 (Prioritized): 3D Academy is looked upon negatively by district students, other schools, and professionals who are unaware of the opportunities provided here.. **Root Cause:** 3D is not positively exposed as it should. 3D has made significant positive contributions to the district, these contributions have yet to be shared with the entire district.

Problem Statement 4: Discipline behavior plan in place does not address all behavior concerns. **Root Cause:** Discipline plan in place is exclusionary and does not provide interventions that address behaviors which interfere with student achievement on campus.

Problem Statement 5: 3D Academy lacks different clubs, activities, etc. for different student interest groups **Root Cause:** School calendar, attendance problems make it challenging to establish interest groups on campus.

Priority Problem Statements

Problem Statement 1: There is high number of attendance problems and a high percentage of students are at risk of losing some or all of their credits due to insufficient attendance.

Root Cause 1: Students have a history of truancy problems due to real life challenges (e.g. lack of childcare, legal problems, lack of home stability) that need to be addressed.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There is a lack of CCMR programs available to our students at 3D Academy.

Root Cause 2: 3D Academy lacks MOUs with outside agencies to provide students with CTE course options and has no CTE teachers on campus to provide students with CTE courses. Furthermore, 3D-Academy scheduling interferes with CCMR classes at the high school thus limiting the opportunities for its students to take courses at DHS or DNHS.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 3D Academy is looked upon negatively by district students, other schools, and professionals who are unaware of the opportunities provided here..

Root Cause 3: 3D is not positively exposed as it should. 3D has made significant positive contributions to the district, these contributions have yet to be shared with the entire district.

Problem Statement 3 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 Reading and math goals for PreK-3

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement 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
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: Donna I.S.D 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 1: The district will focus on instructional improvement 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%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR EOC, TELPAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will be given the necessary resources to ensure students are provided opportunities to practice reading more within all content areas. **Strategy's Expected Result/Impact:** Increase the amount of practice completed on a daily basis. **Staff Responsible for Monitoring:** Teachers Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	80%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: RLA teachers will use short stories and other relevant and real life reading materials such as applications, safety guidelines, and other industrial literature to conduct fluency checks on a daily basis. **Strategy's Expected Result/Impact:** Increased reading levels **Staff Responsible for Monitoring:** Teachers Administration Instructional Leadership Team **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college	10%	80%	90%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Donna I.S.D 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: ESL: Facilitate 9-12 Reading Level Monitoring. Increase educators' awareness of language, literacy, and content interdependence.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus will ensure that all content teachers receive ESL training. **Strategy's Expected Result/Impact:** Student English language acquisition will increase. **Staff Responsible for Monitoring:** Strategist Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy**	20%	60%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campus will implement a pull-out ESL program to address the deficiencies of students on a one to one basis. **Strategy's Expected Result/Impact:** Increase TELPAS scores **Staff Responsible for Monitoring:** Dean of Instruction Principal ESL Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools	30%	50%	85%	

No Progress | Accomplished | Continue/Modify | Discontinue

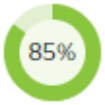
Goal 2: Donna I.S.D will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

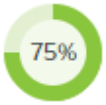
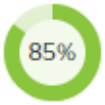
Performance Objective 1: The percentage of students in grades 9-12 who achieve meets and/or masters performance level on the STAAR EOC will increase from a 37% to a 49% by 2025.

Targeted or ESF High Priority

Evaluation Data Sources: EOC Assessment results

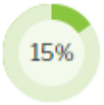
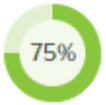
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Integrate Reading and Writing Instruction using Dinah Zike, Kamico, TELPAS, Edgenuity, Released tests, magazine subscriptions, books, document reader, Stemscopes, and headphones. **Strategy's Expected Result/Impact:** Increase in students passing EOC assessments and the percentage of student graduation rate. **Staff Responsible for Monitoring:** Principal, Counselor and Teachers **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide the appropriate resources for improved writing, etc. such as but not limited to dictionaries/thesaurus combinations and usage of handbooks. **Strategy's Expected Result/Impact:** Increase in students passing EOC assessments and the percentage of student graduation rate. **Staff Responsible for Monitoring:** Principal, counselor, teachers **Comprehensive Support Strategy**				

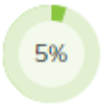
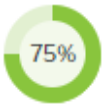
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Integrate technology to enhance instruction in all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies through software/applications (such as Edgenuity, Kahoots, Padlet, Nearpod, EdPuzzle, Quizizz, etc.) and hardware (such as chromebooks, hot-spots, smart-boards, document cameras, poster printer, and etc.). **Strategy's Expected Result/Impact:** Increase in students passing EOC assessments and the percentage of student graduation rate. **Staff Responsible for Monitoring:** Principal, counselor, teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** classroom screens, chromebooks, poster printer - School Improvement Grant (211.SI) - $71,612, ED PUZZLE - Local (199) - $900				

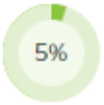
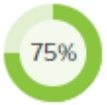
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Promote a non-traditional and traditional instructional settings in all content instructional areas: * providing teachers with classroom furniture (i.e.- desks, tables, computer tables, chairs, storage, & etc. * educational/ instructional field trips * Arrange classroom using a reading/writing workshop model (using tables to implement model) * Reduce lectures in favor of mini-lessons and application *Provide tools such as restroom passes, clocks, timers and etc. to create a non-interrupted 53 minute where students are engaged in instruction. **Strategy's Expected Result/Impact:** Increase in students passing EOC assessments and the percentage of student graduation rate. **Staff Responsible for Monitoring:** Principal, counselor, teachers **Comprehensive Support Strategy**	10%	70%	85%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Afford staff the opportunity to receive training (local/region/state) in the following areas: Professional Learning communities (PLCs), Eduphoria: Aware - data gathering, data analysis training, Differentiated Instruction (modeling/coaching), reading strategies, classroom management, Cooperative learning, sheltered instruction, differentiated instruction, etc. Funding will be allocated to purchase office supplies, printers, copiers, shredders, warehouse supplies, etc. to expedite resources needed for staff development and daily operations. **Strategy's Expected Result/Impact:** Expected Result: Increase percentage of students passing their EOC exam through implementation of objective/data driven instruction. Evidence: Sign-In sheets, Agendas, Evaluations, Lesson Plans, Class observations, walk through feedback **Staff Responsible for Monitoring:** Directors, Principal, Dean, campus strategist, Instructional leadership team **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** clerical material, warehouse material and misc. items needed for office use - Local (199) - 199.23.6399.00.006.99.0.00 - $2,650, copier lease - Local (199) - 199.23.6269.00.006.99.0.00 - $3,600	10%	50%	75%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Assist in the coordination (plan, work and feed) of staff Development to support all content instructional areas and all District, State and Federal requirements and to include: RGVCTM, Texas Assessment Conference Region One, RGVSA Conf., CAST, CAMT, National Council of Teachers of Mathematics (NCTM) Soc. Studies Annual Conf., ELA Conf., AHA! T3 International Conference, Technology Conf., RGV STAT, Jensen Conf., Writing and Grammar Workshops, TCEA, TASSP, Education Law for Principals, TASA, TAAE, TXSBLE, NAEA Conference & etc. **Strategy's Expected Result/Impact:** Increase student performance levels on their EOC exams by ensuring the teacher are highly qualified. Evidence: Sign-In sheets, Agendas, Evaluations **Staff Responsible for Monitoring:** Directors, Principals **Comprehensive Support Strategy** **Funding Sources:** REGION ONE - State Comp.(164) - 164.13.6239.00.006.30.0.00 - $1,300, CAST CONF., SOC. STUD. CONF., CAMT, RGV STAT, TECH., ELA, TX ASSESSMENT CONF. & ETC CONFERENCES - State Comp.(164) - 164.13.6411.00.006.30.0.00 - $7,125, CAST, SS, ELA, CAMT, TECH. ETC. CONF. - Local (199) - 199.13.6411.00.006.99.0.00 - $650, CAST CONF., SOC. STUD. CONF., RGV STAT, TECH. CONF. & ETC - Title I (211) - 211.13.6411.00.006.24.0.00 - $7,125, REGION ONE WORKSHOPS - State Comp.(164) - 164.23.6239.00.006.30.0.00 - $750, REGION ONE WORKSHOPS - Local (199) - 199.23.6239.00.006.99.0.00 - $300, TASSP Conference, Assessment and Nat'l. Alt. Edu. Conference - Title I (211) - 211.23.6411.00.006 - $900, TEXAS ASSESSMENT CONFERENCE - Teacher/Principal (255) - 255.32.6411.00.006 - $1,200, NAEA CONFERENCE - Local (199) - 199.23.6411.00.006.99.0.00 - $50, REGION ONE - Teacher/Principal (255) - 255.13.6239.00.006 - $1,000, CONFERENCE - Teacher/Principal (255) - 255.23.6411.00.006. - $1,500, CAST CONF., SOC. STUD. CONF., RGV STAT, TECH. CONF., TX ASSESSMENT CONF. & ETC - Teacher/Principal (255) - 255.13.6411.00.006 - $1,100, TXSBLE CONFERENCE - Local (199) - 199.32.6411.00.006.99.0.00 - $75, Admin. Professional Development - State Comp.(164) - 164.23.6411 - $750, REGION ONE - Title I (211) - 211.13.6239.00.006.24.0.00 - $1,300, TEXAS ASSESSMENT CONFERENCE - Teacher/Principal (255) - 255.23.6411.00.006.24.0.20 - $1,575				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Enhance the students' language experiences through the use of a variety of media such as, but not limited to, document cameras, smart boards, computers and headphones, etc. **Strategy's Expected Result/Impact:** Expected result: Increase in students' English Language Proficiency levels though the use of sheltered/differentiated instruction. Evidence: Classroom Observations and lesson plans - Stemscopes - Schoology - Edmodo **Staff Responsible for Monitoring:** Teachers campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Teachers will develop and utilize hands-on activities such as presentations, experiments and demonstrations and virtual labs by using SMART technologies, headphones, digital cameras, calculators, digital microscope, bookcases, basketball system, physical education equipment, bulletin boards, warehouse supplies, ink cartridges, copier machines and manipulatives for all applicable instructional areas. **Strategy's Expected Result/Impact:** Result: Increase percentage of students passing their EOC exams. Evidence: Lesson Plans Weekly Assessments EOC results **Staff Responsible for Monitoring:** Teachers Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** warehouse supplies, manipulatives, calculators, etc. - State Comp.(164) - 164.11.6399.00.006.30.0.00 - $8,075, Copier Lease - Local (199) - 199.11.6269.00.006.11.0.00 - $3,000, warehouse supplies, manipulatives, calculators, etc. - Title I (211) - 211.11.6399.00.006.24.0.00 - $2,375, warehouse supplies, manipulatives, calculators, basketball system, etc. - Local (199) - 199.11.6399.00.006.11.0.00 - $1,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Strategically develop graduation/intervention plans to ensure students receive the services they need to be successful. **Strategy's Expected Result/Impact:** Increased number of students passing their EOC exams and meeting their graduation requirements. Student data needs Student expectations, Score released tests benchmark and daily assessments **Staff Responsible for Monitoring:** Teachers Counselor Community Liaison				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide teachers with training, supports, and resources (i.e. Scholastic reading supports, consulting services, Reg. 1 training, etc.) to properly analyze assessment data, deconstruct TEKS, and target their instruction to meet the needs of their students. **Strategy's Expected Result/Impact:** Supports, training, and resources will result in an increased percentage of students meeting District, State, and Federal standards (STAAR EOC, TELPAS, etc.). **Staff Responsible for Monitoring:** Campus Administration Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** CONSULTING SERVICES - School Improvement Grant (211.SI) - $6,400, - Title I (211) - 211.13.6291.00.006.24.0.00 - $3,600				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide student support services such as, but not limited to: Credit retrieval classes, EOC Camps, Extended Day - Saturday Tutorials, Continuing Education courses, College Credit Courses, College Success Courses, Accelerated instruction, Small group instruction, Test taking strategies, etc. to assist students in completing all Exit Level/Graduation requirements and post-secondary education transition. **Strategy's Expected Result/Impact:** Students are expected to show academic growth within content area in which they received support and graduate college, career, and military ready. **Staff Responsible for Monitoring:** Teachers, Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Results Driven Accountability** **Funding Sources:** Tutorial Staffing Cost - School Improvement Grant (211.SI) - $5,978, transportation - School Improvement Grant (211.SI) - $1,350, misc. expenses - Snacks - School Improvement Grant (211.SI) - $350, Tutorial Staffing Cost - 266.11.6118.00.006.24.0.TT - $2,277	0%	50%	75%	
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Goal 2: Donna I.S.D 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Bilingual/ESL Education: Increase the number of students identified as ELL students achieve the MEETS and MASTERS grade level standard on STAAR/EOC.

Targeted or ESF High Priority

Evaluation Data Sources: EOC Assessment results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide teachers with the necessary resources (e.g. dictionaries/thesauruses, word walls, visuals, on-line resources, warehouse materials, headsets, study guides, reading materials and etc.) to assist in the implementation of sheltered/differentiated instruction for all EL students. **Strategy's Expected Result/Impact:** Increased percentage of students will pass their EOC assessments and an increase percentage on the student graduation rate. **Staff Responsible for Monitoring:** Principal, counselor, teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** INSTRUCTIONAL MATERIAL - Title III (263) - 263.11.6399.00.006.25.0.00 - $1,016	40%	75%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Teacher will assess and monitor their EL students' academic progress and English Language Proficiency levels through locally developed assessments and the TELPAS state assessment. **Strategy's Expected Result/Impact:** Increased percentage of students passing their TELPAS exam along with an increase in students' proficiency levels. LAP forms TELPAS test results **Staff Responsible for Monitoring:** Counselor ELA Strategist Campus Adminstration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	15%	40%	90%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Train teachers on pedagogy (sheltered instruction/ differentiated instruction) to address the needs of the LEP and other at-risk student populations. **Strategy's Expected Result/Impact:** There will be an increased percentage of EL students passing their EOC exams. Agendas Sign-In Sheets EOC results **Staff Responsible for Monitoring:** Campus Administration Strategist ELA strategist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**	15%	50%	75%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Campus administrators are to be trained in sheltered instruction and utilize special observational protocol to ensure fidelity with implementation of ESL strategies and the English language proficiency standards. **Strategy's Expected Result/Impact:** Fidelity of the implementation of Sheltered Instruction. **Staff Responsible for Monitoring:** Principal Instructional leadership team. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy**	10%	40%	75%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide teachers with resource materials such as Spanish/English School Dictionaries to assist in the implementation of instruction administration of state tests such EOC, but not limited to TEKS and EOC objectives - study guide and previous EOC release tests in all content instructional areas. STAAR EOC resources and released test	40%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Donna I.S.D 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

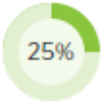
Performance Objective 3: Special Education: Meeting Goal/Objective for Special Education students achieving the MEETS and MASTERS grade level standard on STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: EOC Assessment Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Students with disabilities will be educated in an inclusive setting. **Strategy's Expected Result/Impact:** EDGENUITY Completion Reports Teacher Assessment **Staff Responsible for Monitoring:** Administration Counselor Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Ensure identified students receiving special education services receive a free and appropriate education which meets their academic needs within the least restrictive environment. **Strategy's Expected Result/Impact:** State and Local assessments **Staff Responsible for Monitoring:** Administration Diagnostician Counselor Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Continue to monitor Special Education services and instructional placement, appropriate assessments related services and aides and appropriate accommodations for the special education student. **Staff Responsible for Monitoring:** ARD Committee Meetings Decisions required ARDC personnel **Comprehensive Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide staff training on inclusion/least restrictive environment and appropriate and reasonable accommodations. **Strategy's Expected Result/Impact:** Staff Development evaluations weekly & state assessments lesson plans **Staff Responsible for Monitoring:** Special Education Director Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	0%	0%	75%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Incorporate Cooperative Learning strategies. **Strategy's Expected Result/Impact:** Lesson Plans **Staff Responsible for Monitoring:** Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	40%	75%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: All Seniors who receive Special Education will take an Employability Skills course. **Strategy's Expected Result/Impact:** Improved Employment skills. **Staff Responsible for Monitoring:** Inclusion Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	0%	20%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Donna I.S.D 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 4: Migrant: The District will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Monitor and analyze EDGENUITY computer reports to determine student and to redirect instructional program if needed for student achievement. **Strategy's Expected Result/Impact:** EDGENUITY completion reports Teacher evaluation /observation **Staff Responsible for Monitoring:** Teachers Counselors	20%	50%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide resources for credit retrieval through the use of EDGENUITY lab. **Strategy's Expected Result/Impact:** EDGENUITY completion reports **Staff Responsible for Monitoring:** Administration Technology Dept.	20%	80%	90%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Donna I.S.D 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

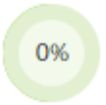
Performance Objective 5: CTE: Goal for CTE students achieving the MEETS and MASTERS grade level standard on STAAR EOC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Designate financial aid days with STC and/or TAMK representative once a month and maintain a Go Center that focuses on student post secondary goals and informs them of designated days for financial aid, college applications, scholarships, TSI testing dates, etc. **Strategy's Expected Result/Impact:** There will be an increase in the percentage of students who are college ready by their graduation date. **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Connect high school to career and college, Improve low-performing schools	10%	50%	75%	

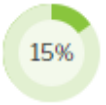
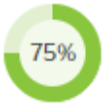
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Track 3D Academy students Post Secondary choices and monitor progress toward that choice. **Strategy's Expected Result/Impact:** Survey Intake Questionnaire **Staff Responsible for Monitoring:** Counselor	0%	0%	0%	

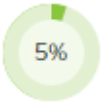
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Coordinate staff Development training to support college enrollment, TSI, ACT and SAT assessment training/updates, gain awareness and up to date knowledge of post secondary and financial assistance information such as but not limited to: Region One, TACAC, Professional Growth Counseling Conf., HS counseling updates, House Bill 5 counselor updates. **Staff Responsible for Monitoring:** Counselor Teachers **Funding Sources:** CONFERENCES - Title IV 289 - 289.31.6411.00.006.11.0.00 - $1,200, REGION ONE WORKSHOP - Title IV 289 - 289.31.6239.00.006.11.0.00 - $400, REGION ONE WORKSHOP - State Comp. (164) - 164.31.6239.00.006.30.0.00 - $300	10%	50%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Maintain a campus calendar and ensure students are provided with quick TSI preparation camps and testing dates. **Strategy's Expected Result/Impact:** There will be an increase in the percentage of students that are college ready. **Staff Responsible for Monitoring:** Counselor Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college	15%	50%	80%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide quick TSI , post-secondary assessments (ACT/SAT), registrations and certifications Provide snacks / refreshments during long periods of assessments / certifications **Strategy's Expected Result/Impact:** TSI results **Staff Responsible for Monitoring:** counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** TSI testing - Local (199) - 199.11.6339.00.006.31.0.00 - $700, TSI REFRESHMENTS - Local (199) - 199.11.6499.00.006.11.00 - $200				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide students with Career Exploration for Post-Secondary studies through various college visits, college recruiters, etc. **Strategy's Expected Result/Impact:** There will be an increase in the percentage of 3D Academy students that are college ready upon graduation. **Staff Responsible for Monitoring:** Counselor, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Administration and counselors will attend Region one meetings to obtain information on secondary/post secondary education, and will share information acquired at Region One and other workshops with teachers. **Strategy's Expected Result/Impact:** Teachers and students will be well versed in student requirements for a post-secondary education. **Staff Responsible for Monitoring:** Counselor, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Encourage active student participation in completing an electronic career inventory assessment and implement interest surveys to provide students with information on career pathways. **Strategy's Expected Result/Impact:** Career Pathways **Staff Responsible for Monitoring:** Counselor, Teacher				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Promote higher/post-secondary education through, but not limited, the following ways: 1. Integration of career and technology classes with core subjects areas, 2. Increased communication with post secondary and higher education to expand student opportunities for participation in dual enrollment classes. 3. Providing students with textbooks and/or the needed resources for dual enrollment classes 4. Providing college campus tours 5. Displaying information on digital/regular bulletin boards, college planners, flyers, t-shirts, banners, videos, backpacks, and USBs 6. Assisting students with college admissions and transitions (general office supplies needed) 7. Student Leadership institutes **Strategy's Expected Result/Impact:** By the end of the year, 3D Academy will have an increase in the percentage of students that are college and career ready. **Staff Responsible for Monitoring:** Administration, Campus Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** Travel - Students (Meal expenses for tours fall & spring) - Local (199) - 199.11.6412.00.006.31.0.00 - $4,700, Travel - Sponsor (Meal expenses for tours fall & spring) - Local (199) - 199.13.6411.00.006.31.0.00 - $530, STC Tuition Fees (Fall & Spring) - Local (199) - 199.11.6223.00.006.11.0.00 - $5,614, RESOURCES AND OFFICE SUPPLIES NEEDED FOR COUNSELOR - Title IV 289 - 289.31.6399.00.006.11.0.00 - $250, GASOLINE/FUEL FOR POST SECONDARY TOURS - Local (199) - 199.11.6494.00.006.31.0.00 - $3,550	20%	70%	75%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Whenever possible and the student is interested, students will attend CTE & Fine Arts courses at DHS, DNHS, and/or STC. **Strategy's Expected Result/Impact:** By the end of the year, 3D Academy will have an increase in the percentage of students that are college and career ready. **Staff Responsible for Monitoring:** counselor administration teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **Comprehensive Support Strategy**	15%	60%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Donna I.S.D 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 6: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 95.6 for all students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Acknowledge 3D Academy students who have met all graduation requirements in all subject areas and state assessments with a high school diploma (diplomas & covers), announcements, programs, Senior T-Shirts, displaying a graduation group picture, Senior Parade, stoles and a graduation ceremony with refreshments. Bell to be used to celebrate when students meet all graduation requirements. **Strategy's Expected Result/Impact:** High School transcript, state assessment results and High School Diploma. **Staff Responsible for Monitoring:** Principal, Counselor and teachers **Funding Sources:** 3D Academy Fall and Spring Graduation expenses- announcements, diplomas, refreshments - Local (199) - 199.11.6498.00.006.31.0.00 - $3,200, 3D Academy Fall and Spring Graduation expenses - Local (199) - 199.11.6499.00.006.31.0.00 - $2,300, migrant stoles - Migrant (212) - 212.11.6499.00.006.24.0.00 - $500	10%	60%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Create a Retrieval TASK Force to recover students at start of year (start up window). **Strategy's Expected Result/Impact:** Sign-In rosters, Retrieval initiatives, student schedules and transcripts **Staff Responsible for Monitoring:** Secondary Staff, Community, Attendance Office	15%	90%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide in-district support services when students are pregnant and currently enrolled. **Strategy's Expected Result/Impact:** sign-in sheets **Staff Responsible for Monitoring:** Counselor	15%	65%	80%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide child care referrals to CCS for student's child/ren. **Strategy's Expected Result/Impact:** sign-in sheets **Staff Responsible for Monitoring:** Counselor	0%	40%	75%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide modified schedule for students who are pregnant or who are nursing to remain eligible for average daily attendance (ADA). **Staff Responsible for Monitoring:** Counselor, Administration	10%	50%	75%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide district based case management and service coordination to obtain services from gov't. agencies for pregnant students. **Staff Responsible for Monitoring:** Counselor, Administration	10%	90%	90%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide mandatory Compensatory Education Home Instruction to all eligible students during prenatal and postpartum period.	10%	90%	90%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Inform students on attendance expectations and the compulsory attendance laws. **Strategy's Expected Result/Impact:** Sign-in sheets, attendance reports, home contact logs and telephone logs **Staff Responsible for Monitoring:** Administration, Counselor, Liaison	20%	60%	80%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Monitor daily attendance to ensure that students are attending their classes. Provide student recognition and incentives for high attendance and community involvement such as but not limited to reasonable field trips / field day, luncheons and other community activities. Community Liaison will make home visits for Truancy. **Strategy's Expected Result/Impact:** attendance reports, classroom passes, home contact logs and telephone logs **Staff Responsible for Monitoring:** TEAMS Attendance Roster, Attendance Clerks, Classroom Teachers and Campus Admin., Liaison, Counselor **Funding Sources:** recognition and incentives for attendance, credit completion and honor roll - Local (199) - 199.11.6498.00.006.11.0.00 - $1,134, truancy follow-ups - Local (199) - 199.11.6311.00.006.11.0.00 - $200, student recognition and incentives for high attendance and community involvement such as but not limited to reasonable field trips / field day, luncheons - Local (199) - 199.11.6499.00.006.11.0.00 - $600	20%	50%	80%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide a non-traditional school calendar and/or flexible schedules (AM/PM sessions OFSDP) to provide students with an opportunity to accumulate their credits and graduate on time. **Strategy's Expected Result/Impact:** Increase the number of graduates within 4, 5, and 6 years. **Staff Responsible for Monitoring:** Administration will be responsible for submitting 3D Academy's academic calendar and OFSDP application annually for approval, and will monitor the effectiveness of these schedules.	20%	50%	75%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Conduct Leaver Audits every 6 weeks **Strategy's Expected Result/Impact:** Campus Leaver Rpts every six weeks **Staff Responsible for Monitoring:** PEIMS Director, Campus Administration	0%	0%	75%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide credit recovery alternatives/assistance via programs that are fully responsive to student needs. **Strategy's Expected Result/Impact:** logs, lesson plans, schedules, state assessments, graduation rates **Staff Responsible for Monitoring:** Administration, Campus Staff	5%	80%	85%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Coordinate staff development training to assist and support all staff in Truancy and Drug and Drop out prevention workshops. **Strategy's Expected Result/Impact:** Sign-In Sheets **Staff Responsible for Monitoring:** Administration, Counselor, Teachers	0%	40%	50%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Vehicle to be used to recover potential or identified Drop-outs to return to school and graduate with a high school diploma. Increasing graduation rate and attendance rate. **Staff Responsible for Monitoring:** Administration, counselor, teachers and campus liaison **Funding Sources:** MAINTENANCE/REPAIR VEHICLES - Local (199) - 199.23.6246.00.006.99.0.00 - $850	20%	50%	75%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Provide motivational activities to encourage attendance and participation in students' learning experience. **Strategy's Expected Result/Impact:** Improved attendance rates. **Staff Responsible for Monitoring:** All High School Principals, Athletic Director, and C.O. Administration.	10%	70%	80%	

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide opportunities to learn outside the classroom through field trips/field lessons. These could be used to motivate students to come to school, work in their classes, improve their behavior, and prepare for their future.	0%	60%	60%	

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: 3D Academy students who are eligible may participate with DHS and DNHS after school programs not offered at 3D Academy such as sports, band, mariachi, drama, etc.	0%	10%	100%	

Strategy 18 Details	Reviews			
	Formative			Summative
Strategy 18: Administration, students, and staff will formulate an official school mission statement with detailed campus enrollment criteria.	Sept	Dec	Mar	June
	20%	80%	90%	

Strategy 19 Details	Reviews			
	Formative			Summative
Strategy 19: School counselor will pave the way for the creation of a motivational student program that will include activities addressing coping skills, appropriate behaviors, leadership skills and post-secondary readiness.	Sept	Dec	Mar	June
	10%	70%	90%	

Strategy 20 Details	Reviews			
	Formative			Summative
Strategy 20: Provide motivational activities such as field trips with lessons, CTE classes, internships and motivational speakers: students who have already graduated, as well as, work professionals who can tell them about career possibilities.	Sept	Dec	Mar	June
	10%	60%	60%	

Strategy 21 Details	Reviews			
	Formative			Summative
Strategy 21: Provide the opportunity to take part of various events, rewards, and recognition's on and out of the campus which may include student travel and other expenditures. **Strategy's Expected Result/Impact:** An appreciation for learning and the educational system. **Staff Responsible for Monitoring:** 3D Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.1 - **TEA Priorities:** Improve low-performing schools	Sept	Dec	Mar	June
	10%	60%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Donna I.S.D. 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			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide continuous opportunities to receive tutorials for all TSI Assessments. **Strategy's Expected Result/Impact:** Number of successful students will increase **Staff Responsible for Monitoring:** Teachers Counselor Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Comprehensive Support Strategy** - **Additional Targeted Support Strategy**	0%	40%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide continuous opportunities to facilitate and expedite the administration of the TSI at the campus. **Strategy's Expected Result/Impact:** Increase the number of students meeting passing standard. **Staff Responsible for Monitoring:** Counselor Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	0%	30%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide snacks during EOC AND TSIA camps and Saturday tutorials. **Strategy's Expected Result/Impact:** Increase in students passing TAKS/EOC assessments and the percentage of student graduation rate. **Staff Responsible for Monitoring:** Principal, counselor, teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college - **Comprehensive Support Strategy** **Funding Sources:** snacks for EOC Camps - Local (199) - 199.11.6499.00.006.11.0.00 - $515	0%	20%	50%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Donna I.S.D. 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 meeting earning an industry-based certificate

will increase from 9% to 20% by 2023.

Evaluation Data Sources: Texas State Accountability System: PEIMS CCMR report

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Offer sequential dual enrollment courses via STC and provide the necessary support and resources needed for these courses. **Strategy's Expected Result/Impact:** More students enrolled and possibly earning a license or industrial certification. **Staff Responsible for Monitoring:** Counselor Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	0%	50%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The campus will provide teachers with the resources to allow students the opportunity to learn, test, and earn an industry based certification . (NIMS, MOS, Photoshop, Drone, CDL, Welding, Phlebotomy, etc.) **Strategy's Expected Result/Impact:** By providing the teachers and students with these resources, 3D Academy will have an increase percentage of students graduating with a certificate demonstrating that they are career ready. **Staff Responsible for Monitoring:** Teachers Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy** **Funding Sources:** Certiport Software - Local (199) - 199.11.6399.00.006.31.0.00 - $4,644	10%	70%	90%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Donna I.S.D. 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: The percentage of graduates earning AP/Dual Enrollment credits including Associate's Degree will increase from 34% to 39%

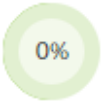
CTE: The District will assist students to gain entry level employment in a high skill, high wage job and/or continue their education. Student certifications and/or college hours will increase by 2%.

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

Strategy 1 Details	Reviews			
Strategy 1: Review the classification of students and ensure services are provided as per statute and local policy.	Formative			Summative
	Sept	Dec	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Donna I.S.D. 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: Special Education: Goal/Objective related to CCMR (IEP completion, workforce readiness)

Strategy 1 Details	Reviews			
Strategy 1: All students receiving special education services will be enrolled in the Employment readiness course. **Strategy's Expected Result/Impact:** Students will receive employment skills needed to be successful in the job force. **Staff Responsible for Monitoring:** Teachers Counselor Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **Comprehensive Support Strategy**	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: All students receiving special education services will be given an opportunity to visit Science Academy of South Texas, South Texas Academy for Medical Professionals, and South Texas High School for Health Professionals and be introduced to a variety of courses related to the medical and technical professions and to be given an opportunity to take	Formative			Summative
	Sept	Dec	Mar	June

these courses toward certification. **Strategy's Expected Result/Impact:** S. E. students take advantage of the opportunities and get a head start in a relevant and meaningful career. **Staff Responsible for Monitoring:** Special Education Department and campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools	0%	0%	0%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Donna I.S.D. 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: Expenditures: The District will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide staff with PPE needed for protection from virus as staff will be handling state testing booklets and answer documents after students have finished testing. Provide staff small refreshments during state assessment administration, meetings and during working lunches. **Strategy's Expected Result/Impact:** small refreshments **Staff Responsible for Monitoring:** principal **Funding Sources:** PROVIDE PPE, SNACKS/MEALS DURING EOC TESTING - Local (199) - 199.23.6499.00.006.99.0.00 - $310	30%	60%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Follow the Comprehensive Needs Assessment process to appropriately allocate the given budget to meet the needs of its staff and students. **Strategy's Expected Result/Impact:** To have a balanced budget.				

Staff Responsible for Monitoring: Principal and CFO **Schoolwide and Targeted Assistance Title I Elements:** 2.6	25%	50%	75%	

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 4: Donna I.S.D. 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: Federal Programs- Intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA compliance application.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: All supplemental expenditures made with federal funds will follow all federal guidelines and will meet all procurement requirements. **Strategy's Expected Result/Impact:** To provide supplemental **Staff Responsible for Monitoring:** Principal & Director	100%	100%	100%	

0% No Progress	100% Accomplished	Continue/Modify	Discontinue

Goal 4: Donna I.S.D. 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: Human Resources: The District will maintain a 100% highly qualified or appropriately certified instructional staff.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement T-TESS as the appraisal system according to established procedures and policies and follow through with improvement needs. **Strategy's Expected Result/Impact:** walk-Thru's, lesson plans, TTESS **Staff Responsible for Monitoring:** Principal	10%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop and implement a mentor-ship system for new teachers to the campus for effective instructional strategies, classroom management techniques, and organizational awareness skills for at least 1 year and 3 years for teachers new to the profession. **Staff Responsible for Monitoring:** Principal	10%	50%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide training on continued educational strategies for At-Risk students via content Directors and Strategists, Region One and/or consultants. **Strategy's Expected Result/Impact:** Lesson Plans **Staff Responsible for Monitoring:** Principal	0%	40%	80%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Recognize /Acknowledge teachers and staff in the area of student growth for mastery of state assessments and/or completion of credits; Acknowledge "Teacher Appreciation Week", "Teacher of the Month & Year", special social events and etc. **Strategy's Expected Result/Impact:** Sign-In Sheet for district gifts **Staff Responsible for Monitoring:** Principal **Funding Sources:** FACULTY FUND - Local (199), LOCAL - Local (199) - 199.23.6498.00.006.99.0.00 - $1,800	15%	50%	75%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Maintain a 100% appropriately certified instructional staff. **Strategy's Expected Result/Impact:** 100% **Staff Responsible for Monitoring:** Principal & Director	100%	100%	100%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Utilize T-PESS as the appraisal system for all campus administrators as per established policies and procedures. **Strategy's Expected Result/Impact:** Appropriate evaluation of campus administration. **Staff Responsible for Monitoring:** Superintendent	20%	50%	75%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Donna I.S.D. 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 4: Human Resources: The District will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Scan all graduating student records, transcripts, grades, state test scores and etc., for future reference to be used for post secondary education admissions when requested. **Staff Responsible for Monitoring:** PRINCIPAL, COUNSELOR and Clerks. **Funding Sources:** micro-film expense - Local (199) - 199.23.6499.00.006.99.0.00 - $890	0%	0%	70%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Donna I.S.D. 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 5: Human Resources: The District will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus administration will conduct a Fall and a Spring semester Title IX, Child Abuse, Bullying and Sexual Harassment training to all staff members. **Strategy's Expected Result/Impact:** Comply with all applicable statutes. **Staff Responsible for Monitoring:** Principal & Director				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campus administration and staff will follow all local investigatory procedures to ensure its staff and students receive their due processes and protections. **Strategy's Expected Result/Impact:** Comply with state and federal statutes. **Staff Responsible for Monitoring:** Principal & Director				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 6: Custodial Department: The District will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning at least 2 time per day.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning. **Strategy's Expected Result/Impact:** A clean campus. **Staff Responsible for Monitoring:** Campus Administration Director and Supervisor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 7: Technology Department: The District will improve the work orders completion to 85% and assist all campuses and departments to improve their inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

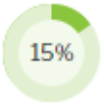
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop campus technology plan correlated to district technology plan to include "Teaching & Learning" and educator preparation. **Staff Responsible for Monitoring:** Principal	10%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide MS outlook software for departments/campuses for paperless communications. **Staff Responsible for Monitoring:** Principal, Technology Dept.	80%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Utilize the TEAMS systems for discipline referrals absences/report cards/requisitions/purchase orders/budgeting/staffing/professional development/work orders and receivable orders. **Staff Responsible for Monitoring:** PRINCIPAL, TEAMS CLERK, SECRETARY	20%	50%	75%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Utilize electronic grade book software to document grades **Staff Responsible for Monitoring:** Principal, Technology Dept.	20%	50%	75%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Utilize the Donna ISD website to disseminate district/campus information. **Staff Responsible for Monitoring:** Principal	20%	50%	75%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide the opportunities to attend technology training via campus staff, district staff, Region One, and state wide conferences. **Strategy's Expected Result/Impact:** Classroom walkthroughs, lesson plans **Staff Responsible for Monitoring:** Administration, Technology Dept.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 8: Maintenance Department: The District will ensure that 95% of the work order requests are accurate and improve the completion rate from 90% to 95%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Submit all work orders on a timely fashion to ensure campus is operating efficiently and effectively.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Donna I.S.D. 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: New: Transportation department : Bus routes on time for-transportation students with 88 bus drivers pick up children every morning goal is to make sure all route have student 15 mins prior to school starts. This is to give student time to eat breakfast. Our gps system will measure all route and time reaching campus. our goal is without incidents. 99.8 %

Evaluation Data Sources: Utilizing our GPS locator devices. this will be our tool to evaluate our time of location stops and measure or time of delivery of student at campuses.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus will ensure that all students have an ID with their bus routes identified on that ID. **Strategy's Expected Result/Impact:** Student safety **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.1, 3.2	30%	100%	100%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Donna I.S.D. 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: New: Advanced Academics: The District will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Ensure all staff is in compliance with district policy regarding GT professional development. **Strategy's Expected Result/Impact:** Teachers will be able to differentiate instruction for GT student population. **Staff Responsible for Monitoring:** Administration Teachers	0%	0%	0%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Donna I.S.D. 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: New: Fine Arts: The District will encourage every Fine Art program to provide students with at least one professional art industry experience and assist 100% of students interested in pursuing a post-secondary education/career in the Arts.

Evaluation Data Sources: Travel to/host professional performances, Travel to/host workshops with professional artists, College auditions and admissions to Visual and Performing Art programs, Student portfolios.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus will provide Art I & II courses to students to extend their artistic and creative skills. **Strategy's Expected Result/Impact:** Receive a well-rounded education **Staff Responsible for Monitoring:** Teacher Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Donna I.S.D. 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: Student Support Services: The District will ensure our Middle School and High School students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Integrate character education into the instructional lessons. **Strategy's Expected Result/Impact:** Attendance Sheets **Staff Responsible for Monitoring:** College Success Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** INSTRUCTIONAL MATERIALS - Title IV 289 - 289.31.6399.00.006.11.0.00 - $350				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide staff development to all personnel on suicide prevention,sexual abuse, differentiated areas of conflict resolution and collaboration workshops focusing on behavioral and mental health. **Strategy's Expected Result/Impact:** attendance sheets **Staff Responsible for Monitoring:** district personnel, counselor, community agencies, liaison				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Respond to all tips regarding suicide attempt situations expeditiously and seek immediate assistance from staff with expertise **Staff Responsible for Monitoring:** Teachers, Administration, Counselor, District Student Support Dept., community agencies, liaison	0%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide academic, mental and physical counseling services to all students as needed. **Strategy's Expected Result/Impact:** log, files and etc. **Staff Responsible for Monitoring:** district personnel, principal, counselor, community agencies, liaison	20%	75%	90%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Identify students in need of financial interventions via assistance and incentives such as clothing vouchers and Christmas gifts. **Strategy's Expected Result/Impact:** Lessons plans, tutoring logs, IEP's **Staff Responsible for Monitoring:** teachers, administration, counselor, district student support dept. **Funding Sources:** Christmas gifts - Student Activity 865 - $500	0%	50%	75%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Integrate a safe and drug free school program. **Strategy's Expected Result/Impact:** Attendance Sheets **Staff Responsible for Monitoring:** district personnel, counselor, community agencies, liaison	20%	75%	85%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Donna I.S.D. 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: Nutrition/Food Services: The District will provide nutritional meals to 100% of all PK-12 students to support academic success.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: The campus will ensure that there is sufficient seating during lunch breaks for all students and continue to maintain an environment that is conducive for learning.	Sept	Dec	Mar	June
	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Provide all students with highly nutritional food for breakfast and lunch. **Strategy's Expected Result/Impact:** Healthy students with the nutrition to think well. **Staff Responsible for Monitoring:** Principal and Director of Child Nutrition	Sept	Dec	Mar	June
	100%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Donna I.S.D. 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: Nursing/Health Services: The District will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 95% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Provide all health related services needed by all students. **Strategy's Expected Result/Impact:** Students' health will be monitored and issues addressed appropriately while on campus. **Staff Responsible for Monitoring:** Principal and Director	Sept	Dec	Mar	June
	20%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Provide additional restrooms and water fountains to accommodate all students.	Sept	Dec	Mar	June
	0%	60%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Promote a safe and secure environment on the campus by the use of and purchase of PPE personal protective equipment gear/supplies for campus faculty, staff and students. **Strategy's Expected Result/Impact:** Minimize exposure to hazards that cause serious health illnesses. **Staff Responsible for Monitoring:** Campus Administration and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** PPE EQUIPMENT/SUPPLIES - 266.11.6399.00.006.24.0.P1 - $1,905	30%	80%	90%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Donna I.S.D. 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 7: Risk Management: The District will ensure that 85% of all campuses have an effective Emergency Operations Plan in place by first six weeks.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement the District's Emergency Operation Plan, comply with all local, state, and federal safety guidelines to maintain a safe educational environment for all students. **Strategy's Expected Result/Impact:** Safe school **Staff Responsible for Monitoring:** Principal, Director, and Safety Officer **Funding Sources:** vehicle inspection and license plates - Local (199) - 199.23.6499.00.006.99.0.00 - $20	15%	50%	80%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Donna I.S.D. 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 8: Police Department: The District will decrease the number of cases that fall under the mandatory DAEP or Expulsion offenses by 10% each year by increasing the visibility and proximity to students at the respective campuses.
NEW:
New: Police Department: The District 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 at the respective campuses.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus will ensure that all students have a student identification with Bus route # identified. **Staff Responsible for Monitoring:** Teachers, Counselors	20%	90%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide staff development on basic drug and violence prevention techniques. **Staff Responsible for Monitoring:** DISD Police, Counselor, Administration	20%	50%	85%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Security measures will be implemented and strategies applied to curtail possible violent situations such as cameras, two-way radios, restricted entrances and barriers, and the appropriate personnel. **Staff Responsible for Monitoring:** Administration, Teachers, Counselors **Funding Sources:** Two-Way Radios - Local (199) - 199.23.6399.00.006.99.0.00 - $2,000	40%	90%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Train selected campus personnel in Crisis Prevention Intervention (CPI) strategies and ensure that sufficient campus staff are trained in crisis prevention intervention. **Staff Responsible for Monitoring:** Community Liaison, Counselor	0%	0%	0%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Acknowledge and fully investigate all threats. **Strategy's Expected Result/Impact:** Student follow up **Staff Responsible for Monitoring:** DISD police, Administration, Counselor	20%	80%	100%	

Strategy 6 Details	Reviews			
Strategy 6: Maintain an open line of communication between city/school officials in the event of a crisis. **Staff Responsible for Monitoring:** Administration, Counselor	Formative			Summative
	Sept	Dec	Mar	June
	0%	0%	100%	

Strategy 7 Details	Reviews			
Strategy 7: Review and update the Student Code of Conduct, inform students and consistently enforce policies. **Staff Responsible for Monitoring:** Administration, Counselor	Formative			Summative
	Sept	Dec	Mar	June
	100%	100%	100%	

Strategy 8 Details	Reviews			
Strategy 8: Provide discipline management training for "new-to-District" teachers and classroom management training/strategies for teachers in need of assistance. **Strategy's Expected Result/Impact:** TEAMS discipline reports, campus visits sign-in at Campus **Staff Responsible for Monitoring:** Administration, Counselor	Formative			Summative
	Sept	Dec	Mar	June
	5%	60%	75%	

Strategy 9 Details	Reviews			
Strategy 9: Restrict the use of restroom passes to only 3 per semester. Left over passes may be used as extra credit points.	Formative			Summative
	Sept	Dec	Mar	June
	10%	60%	75%	

Strategy 10 Details	Reviews			
Strategy 10: Implement the cell phone procedures through out the campus.	Formative			Summative
	Sept	Dec	Mar	June
	20%	40%	60%	

Strategy 11 Details	Reviews			
Strategy 11: Enforce age/truancy/ withdrawal statute including the follow-through with warning letters and attendance contracts.	Formative			Summative
	Sept	Dec	Mar	June
	25%	65%	80%	

Strategy 12 Details	Reviews			
Strategy 12: Campus needs additional structural safety measures such as secondary exits for all classrooms (window breakers), peepholes on portable doors, awnings for the walkways leading to the main building, and additional perimeter fencing to close off the campus. **Staff Responsible for Monitoring:** District PD Safety & Risk Department Campus Teachers and Admin.	Formative			Summative
	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 13 Details	Reviews			
Strategy 13: Install an Entrance Monitoring Program and system to all doors. **Strategy's Expected Result/Impact:** To ensure safety of all students and staff in the building. **Staff Responsible for Monitoring:** Principal	Formative			Summative
	Sept	Dec	Mar	June
	20%	100%	100%	

Strategy 14 Details	Reviews			
Strategy 14: Install a classroom door locking system to all doors in the building and portable classrooms. **Strategy's Expected Result/Impact:** Maintain the safety of all students and staff in case of an active shooter event. **Staff Responsible for Monitoring:** Principal **Additional Targeted Support Strategy**	Formative			Summative
	Sept	Dec	Mar	June
	25%	90%	90%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: Donna I.S.D. 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: CLPAC: The Campus will maintain 100% of the required members in the Campus Level Planning and Advisory Committees to oversee all improvement activities at least 4 times per year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Review, update and evaluate the CIP instructional goals and objectives. Provide an overview, disseminate approved CIP to all staff and monitor periodically to ensure student achievement progress **Staff Responsible for Monitoring:** Principal, CIP committee	10%	70%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue campus level planning according to district policy to ensure for student achievement. **Strategy's Expected Result/Impact:** TAKS results. **Staff Responsible for Monitoring:** Principal, counselor, teachers	15%	60%	85%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Keep open lines of communication between the DLPAC and CLPACs. **Strategy's Expected Result/Impact:** Sign-In Sheets **Staff Responsible for Monitoring:** Principal	5%	40%	70%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Conduct, analyze and report the results of a campus climate survey to monitor effective school correlates. **Strategy's Expected Result/Impact:** Survey Results **Staff Responsible for Monitoring:** Principal	0%	20%	70%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: Donna I.S.D. 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: Parental Involvement Department: The District will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide TSI information to parents. **Strategy's Expected Result/Impact:** Sign-In sheets **Staff Responsible for Monitoring:** Counselor Administrators	0%	0%	0%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide informational session to parents regarding the TAPR, truancy, and graduation requirements. **Staff Responsible for Monitoring:** Principal Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.1 **Funding Sources:** Parental Meeting Refreshments - Local (199) - 199.23.6499.00.006.99.0.00 - $150	10%	50%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide students and parents FASFA assistance. **Strategy's Expected Result/Impact:** FASFA Application **Staff Responsible for Monitoring:** Counselor	15%	50%	80%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide parent with information on suicidal signs. **Strategy's Expected Result/Impact:** Sign-in sheets **Staff Responsible for Monitoring:** Counselor, crisis counselor	0%	25%	75%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide individual parent meetings on truancy (as needed). **Strategy's Expected Result/Impact:** Sign-in Sheets **Staff Responsible for Monitoring:** Counselor, Administration	10%	25%	75%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Expose students with opportunities to understand the civic roles, duties and responsibilities of our elected officials and providing students with opportunities to show and demonstrate their appreciation . **Strategy's Expected Result/Impact:** To be actively involved in the current and future affairs of the educational environment. **Staff Responsible for Monitoring:** Teachers/ Principal **TEA Priorities:** Connect high school to career and college	0%	0%	50%	

No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	6	Admin. Professional Development	164.23.6411	$750.00
2	1	6	REGION ONE	164.13.6239.00.006.30.0.00	$1,300.00
2	1	6	CAST CONF., SOC. STUD. CONF., CAMT, RGV STAT, TECH., ELA, TX ASSESSMENT CONF. & ETC CONFERENCES	164.13.6411.00.006.30.0.00	$7,125.00
2	1	6	REGION ONE WORKSHOPS	164.23.6239.00.006.30.0.00	$750.00
2	1	8	warehouse supplies, manipulatives, calculators, etc.	164.11.6399.00.006.30.0.00	$8,075.00
2	5	3	REGION ONE WORKSHOP	164.31.6239.00.006.30.0.00	$300.00
				Sub-Total	$18,300.00
				Budgeted Fund Source Amount	$18,000.00
				+/- Difference	-$300.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	ED PUZZLE		$900.00
2	1	5	clerical material, warehouse material and misc. items needed for office use	199.23.6399.00.006.99.0.00	$2,650.00
2	1	5	copier lease	199.23.6269.00.006.99.0.00	$3,600.00
2	1	6	TXSBLE CONFERENCE	199.32.6411.00.006.99.0.00	$75.00
2	1	6	CAST, SS, ELA, CAMT, TECH. ETC. CONF.	199.13.6411.00.006.99.0.00	$650.00
2	1	6	REGION ONE WORKSHOPS	199.23.6239.00.006.99.0.00	$300.00
2	1	6	NAEA CONFERENCE	199.23.6411.00.006.99.0.00	$50.00
2	1	8	Copier Lease	199.11.6269.00.006.11.0.00	$3,000.00
2	1	8	warehouse supplies, manipulatives, calculators, basketball system, etc.	199.11.6399.00.006.11.0.00	$1,000.00
2	5	5	TSI testing	199.11.6339.00.006.31.0.00	$700.00
2	5	5	TSI REFRESHMENTS	199.11.6499.00.006.11.00	$200.00
2	5	9	GASOLINE/FUEL FOR POST SECONDARY TOURS	199.11.6494.00.006.31.0.00	$3,550.00
2	5	9	Travel - Students (Meal expenses for tours fall & spring)	199.11.6412.00.006.31.0.00	$4,700.00
2	5	9	Travel - Sponsor (Meal expenses for tours fall & spring)	199.13.6411.00.006.31.0.00	$530.00
2	5	9	STC Tuition Fees (Fall & Spring)	199.11.6223.00.006.11.0.00	$5,614.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	6	1	3D Academy Fall and Spring Graduation expenses- announcements, diplomas, refreshments	199.11.6498.00.006.31.0.00	$3,200.00
2	6	1	3D Academy Fall and Spring Graduation expenses	199.11.6499.00.006.31.0.00	$2,300.00
2	6	9	recognition and incentives for attendance, credit completion and honor roll	199.11.6498.00.006.11.0.00	$1,134.00
2	6	9	truancy follow-ups	199.11.6311.00.006.11.0.00	$200.00
2	6	9	student recognition and incentives for high attendance and community involvement such as but not limited to reasonable field trips / field day, luncheons	199.11.6499.00.006.11.0.00	$600.00
2	6	14	MAINTENANCE/REPAIR VEHICLES	199.23.6246.00.006.99.0.00	$850.00
3	1	3	snacks for EOC Camps	199.11.6499.00.006.11.0.00	$515.00
3	2	2	Certiport Software	199.11.6399.00.006.31.0.00	$4,644.00
4	1	1	PROVIDE PPE, SNACKS/MEALS DURING EOC TESTING	199.23.6499.00.006.99.0.00	$310.00
4	3	4	FACULTY FUND		$0.00
4	3	4	LOCAL	199.23.6498.00.006.99.0.00	$1,800.00
4	4	1	micro-film expense	199.23.6499.00.006.99.0.00	$890.00
5	7	1	vehicle inspection and license plates	199.23.6499.00.006.99.0.00	$20.00
5	8	3	Two-Way Radios	199.23.6399.00.006.99.0.00	$2,000.00
6	2	2	Parental Meeting Refreshments	199.23.6499.00.006.99.0.00	$150.00
				Sub-Total	$46,132.00
				Budgeted Fund Source Amount	$44,624.00
				+/- Difference	-$1,508.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	6	CAST CONF., SOC. STUD. CONF., RGV STAT, TECH. CONF. & ETC	211.13.6411.00.006.24.0.00	$7,125.00
2	1	6	TASSP Conference, Assessment and Nat'l. Alt. Edu. Conference	211.23.6411.00.006	$900.00
2	1	6	REGION ONE	211.13.6239.00.006.24.0.00	$1,300.00
2	1	8	warehouse supplies, manipulatives, calculators, etc.	211.11.6399.00.006.24.0.00	$2,375.00
2	1	10		211.13.6291.00.006.24.0.00	$3,600.00
				Sub-Total	$15,300.00
				Budgeted Fund Source Amount	$11,700.00
				+/- Difference	-$3,600.00

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	6	1	migrant stoles	212.11.6499.00.006.24.0.00	$500.00
				Sub-Total	$500.00
				Budgeted Fund Source Amount	$500.00
				+/- Difference	$0.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	6	CONFERENCE	255.23.6411.00.006.	$1,500.00
2	1	6	CAST CONF., SOC. STUD. CONF., RGV STAT, TECH. CONF., TX ASSESSMENT CONF. & ETC	255.13.6411.00.006	$1,100.00
2	1	6	TEXAS ASSESSMENT CONFERENCE	255.32.6411.00.006	$1,200.00
2	1	6	REGION ONE	255.13.6239.00.006	$1,000.00
2	1	6	TEXAS ASSESSMENT CONFERENCE	255.23.6411.00.006.24.0.20	$1,575.00
				Sub-Total	$6,375.00
				Budgeted Fund Source Amount	$4,800.00
				+/- Difference	-$1,575.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	1	INSTRUCTIONAL MATERIAL	263.11.6399.00.006.25.0.00	$1,016.00
				Sub-Total	$1,016.00
				Budgeted Fund Source Amount	$1,016.00
				+/- Difference	$0.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	5	3	REGION ONE WORKSHOP	289.31.6239.00.006.11.0.00	$400.00
2	5	3	CONFERENCES	289.31.6411.00.006.11.0.00	$1,200.00
2	5	9	RESOURCES AND OFFICE SUPPLIES NEEDED FOR COUNSELOR	289.31.6399.00.006.11.0.00	$250.00
5	4	1	INSTRUCTIONAL MATERIALS	289.31.6399.00.006.11.0.00	$350.00
				Sub-Total	$2,200.00
				Budgeted Fund Source Amount	$2,200.00
				+/- Difference	$0.00

School Improvement Grant (211.SI)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3	classroom screens, chromebooks, poster printer		$71,612.00
2	1	10	CONSULTING SERVICES		$6,400.00
2	1	11	Tutorial Staffing Cost		$5,978.00
2	1	11	transportation		$1,350.00
2	1	11	misc. expenses - Snacks		$350.00
				Sub-Total	$85,690.00
				Budgeted Fund Source Amount	$96,790.00
				+/- Difference	$11,100.00
				Grand Total Budgeted	$179,630.00
				Grand Total Spent	$175,513.00
				+/- Difference	$4,117.00

Addendums

Donna Independent School District

A.P. Solis Middle School

2021-2022 Campus Improvement Plan

Mission Statement

The mission of A.P. Solis Middle School is to ensure a safe and challenging educational experience for all students. We will provide a researched-based curriculum that will stimulate intellectual curiosity and prepare our students for post secondary education.

Motto

We are the Best!

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Goals 16
- Goal 1: A.P. Solis 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. The district will implement a balanced literacy program in 6th-8th grade that will result in more students reading on or above grade level. 17
- Goal 2: A.P. Solis 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%. 24
- Goal 3: A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to increase the percentage of graduates demonstrating college/career/military readiness. 43
- Goal 4: AP Solis 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. 51
- Goal 5: A.P. Solis 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. 64
- Goal 6: A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process. 88

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Comprehensive Needs Assessment

Revised/Approved: June 15, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

Our campus expectations reveal that quality instructional opportunities and experiences to develop all learners to be self-reliant, responsible contributors in our global community. Data reveals that through the implementation of the mentioned programs and intervention methods currently in place at A.P. Solis, low performing students continue to show gains steadily. It is through constant teamwork, action plans, differential classroom strategies, classroom structures, organization input and analyzing data that we aim at continuing to improve student performance for all. Keeping in mind that student performance is a work in progress we will continue to implement effective interventions that enhance low student performance throughout the year to prepare them for post secondary education.

NEEDS BY CRITICAL SUCCESS FACTORS

CSF1 - ACADEMIC PERFORMANCE

Math

- Math STAAR classes to help students meet standards
- Need for smaller class sizes in Math
- More Math rewards/incentives
- Math tutoring to help address learning loss due to COVID Pandemic.

Reading

- Reading tutoring to help in addressing learning loss due to COVID Pandemic.
- Student tutors to help in Reading (AVID)
- Specialized Reading (Guided Reading) instruction to help increase scores
- Co-reading teachers to assist with intervention and differentiated learning
- Smaller class sizes to help students meet standards.

CSF2 - QUALITY DATA TO DRIVE INSTRUCTION

- Provide incentives based on job description such as ELA, AR testing, STAAR Reading, STAAR Reading Camps
- Need to have more incentives for Writing and ELA teachers
- Have strategist model classes for teacher
- Math, Reading, Writing, Science, and Social Studies Camps

CSF3 - LEADERSHIP EFFECTIVENESS

- Economically disadvantaged, LEP, Sp. ED. are given the opportunity to participate in all academic, extra-curricular activities.
- Discipline referrals have increased from last year, as has our enrollment and our student to teacher ratio. Discipline efforts continue to encourage and motivate students to join a campus group(Leadership class).
- Increase opportunities for other elective classes to attract others that do not incline towards Band, Athletics, Art or Choir.
- Students in certain classes have taken the initiative to help beautify our campus and feel proud to be a student at A.P. Solis.

CSF4 - INCREASE LEARNING TIME

- High impact interventions for students
- Close educational gap of students
- Camps and tutorials that target students' needs

CSF5 - FAMILY AND COMMUNITY ENGAGEMENT

- More community involvement such as speakers, assemblies for students and parents. We need more Parent Volunteers
- Monetary Resources for functions
- Community needs to invest more in our childrens' education

CSF6 - SCHOOL CLIMATE

- Need to continue to improve with discipline.
- Need to continue to empower staff members.
- Need to continue to enforce DMP
- District consideration to incentives and stipends for other content areas impacting student performance.
- Instructional Planning Period for TEAMS

CSF7 - TEACHER QUALITY

- Effective Staff Development
- Communication and Collaboration with staff
- Implementation of programs

Demographics

Demographics Summary

A.P. Solis Middle School counts with a significantly higher percentage of students in all categories listed. (Economically Disadvantaged, Non-Educationally Disadvantaged, LEP/ELL, Students w/Disciplinary Placements, At-Risk, Mobility) Many students in our community come from nearby colonias and others come from the southern part of Donna. Our economically disadvantaged percent is increasing and is close to 100%. Our LEP/ELL percentage has also increased about 3%. The at-risk population and mobility rates have fluctuated slightly in the past three years. Our mobility rate is about 6% which is higher than the state average. Our total staff has declined from the start of 2019-2020 as the teams were downsized in 6th and 7th grade.

For 2020-21 the peak enrollment for A.P. Solis has been at 854 students consisting of: Hispanic: 99.30%; White: .004%; 1%; African American .001%; Male: 52%; Female: 48%

Breakdown by Ethnicity: 6th Gr. Black 1; Hispanics 268; White 2 7th Grade Hispanic 295 White 2 8th Grade: Hispanics 285 Asian 1

Breakdown by Gender: Solis Total: F 424 M 418

GT:122; LEP: 439; SpEd:108; GT:122; Migrant:42; Immigrants:25; 504:53; Ethnicity at our campus is 99% Hispanic, so

- 6th-grade enrollment 268; 7th-grade enrollment; 295; 8th-grade enrollment 285; TOTAL enrollment: 854 Based on the above information and compared to last year, we have about 140 more students this year. In 6th grade, we have 31 more students; 7th-66; and 8th-43. Enrollment has remained stagnant; however, we do have a high mobility rate because we are considered an "overflow" campus for other middle schools.
- Students in GT: 94; LEP 442: Spec. ED: 96; Migrant: 31; Immigrants: 5; 504: 47
- Categories that favor females: GT, Immigrants; and the category that was almost the same was: Migrant
- The majority of all our special pops are Hispanic. In reference to gender, the following categories have more males than females: 504, Sped, ESL.
- A high percentage of minority teachers
- Total staff is 90: 55 females and 35 males
- The Student-to-teacher ratio is about 25 to 1 in 6th Grade and 7th-grade Rdg. and Math, and 18 to 1 in 7th Grade Science, SS and Writing and 8th grade all subjects. These ratios have had a positive impact on our academic performance.
- 662 students are at At-Risk

Demographics Strengths

1. Low core teacher turnover rate.
2. Engagement and involvement in student learning.
3. A high percentage of minority teachers representative of student demographics.
4. Teachers are highly qualified to teach in their content area.
5. An environment that is structured and conducive to student learning.
6. Stability in the areas of administration, teacher, and discipline.
7. Teacher retainment above 85%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Decrease in funding to address instructional needs within some groups. **Root Cause:** Higher number of transfers contributes to loss of funding for the campus.

Problem Statement 2: Increase of student to teacher ratio that affects small group and targeted instruction. **Root Cause:** Reduction from 3 teams in each grade level to 2 in both 6th and 7th grade as well as 8th grade Math and 8th grade SS.

Problem Statement 3: Need for additional teachers for STEM. **Root Cause:** Attrition in the district will not allow for growth and additional teachers in these areas.

Student Learning

Student Learning Summary

Definition

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights into the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study. Data is disaggregated and teachers utilize Aware to target teach specific needs/weaknesses and students in need of intervention. Every six weeks teachers create Plans of Action that target specific TEKS and Instructional Strategies. Data reflects that the curriculum is aligned but instruction needs to be modified to ensure mastery of TEKS. Scores are slowly increasing with the interventions that were provided and successful. Our campus will continue to address student achievement by implementing effective interventions that enhance low student performance throughout the year to prepare them for post-secondary education.

In previous years academic growth was seen with different populations of students such as LEP and SPED across their diagnostic tests and within the classroom. Comparisons were made between assessments as the year progressed and this year's remote learning growth was mostly via the student's technical abilities and skills as the TEA gave options to participate on STAAR tests.

Prior to this virtual learning year, there had been a steady growth in the area of Math as indicated below (decline in 2021 is also shown:

6th grade: 2018 75.24% to 84.21% to 88.89% and in 2019 91%, LEP from 48.53% to 74% to 81.19% and in 2019 89% and SPED from 50% to 85% to 85.71% and in 2019 75% and now in 2020 a 91% approaches (2021 6th Grade STAAR 154 students participated 34.42% Approaches)

7th grade: 47.27% to 68.06% to 74.19% and in 2019 86% , LEP from 16.44% to 50.59% to 60.2% and in 2019 83% and SPED from 20% to 25% to 73.91% and in 2019 68% and now in 2020 am 86% approaches (2021 7th Grade STAAR 158 students participated 26.58% Approaches)

8th grade: 84.47% to 91.11% to 93.51% and in 2019 , LEP from 62.96% to 85.07% to 91.3% and in 2019 and SPED from 60% to 80% to 70% and in 2019 (2021 8th grade STAAR 97 students participated 14.43% Approaches)
For 2019 these scores were 91% LEP: 87% and SPED: 67%. In 2020 a 91%

In Reading the growth has been:
6th grade: 58.06% to 60% SPED from 50% to 84.21% declining to 28.57% 2019 62% LEP 53% and SPED 41%, In 2020 it has been based on bundles and assessments: 44% LEP 31% and SPED 9%, (2021 6th Grade STAAR 142 students participated 38.03% Approaches)

7th grade: 49.34% to 51.79% to 68.35% and In 2019: 63% LEP: 51% SPED: 28%. In 2020 it has been based on bundles and assessments: 47% LEP 37% and SPED 22%, (2021 7th Grade STAAR 149 students participated 40.27% Approaches)
8th grade: 73.01% to 83.26% to 79.52%, LEP from 30.36% to 56.16%, to 60% and SPED from 50% to 75% decreasing to 18.18% . In 2019: 78% LEP: 61% SPED: 37%. In 2020 it has been based on bundles and assessments: 45% LEP 29% and SPED 8.37%.
(2021 8th grade STAAR 115 students participated 40.87% Approaches)

In Science 8th grade has gone from 62.16% to 80.2% down to 75.21% and LEP from 27.78% to 57.63% down to 54.32%. In 2019: 83% LEP: 68% SPED: 53%. In 2020 it has been based on bundles and assessments: 57.3% LEP 54.28% and SPED 44.29%, (In 2021 8th Grade STAAR 102 participated and 32.35% approaches)

In Social Studies 8th grade has gone from 56.56% to 84.92% down to 75.21%, LEP from 24.53% to 66.07% down to 54.88% and SPED from 25% to 100% down to 50%. In 2019: 79% LEP: 66% and SPED: 65%. In 2020 it has been based on bundles and assessments: 78.84% LEP 71.99% and SPED 55.16%, (In 2021 8th Grade Social Studies STAAR 106 participated and 42.25% approaches).

NEEDS:
1. Need for more HQ core and elective teachers to reduce student to teacher ratio.
2. Need for 4 "working" computers in each classroom.
3 Need for tutors/retired teachers/college tutors to help address learning loss due to COVID pandemic
4. Additional elective teachers as 7th grade will be adding an elective.
5. Extra support clases in Reading and Math to help students become more successful.
6. Design and revise curriculum to align to produce more content specific engaging activities.
7. Restructure classrooms to become technology device friendly (outlet locations, furnitire, mounted projectors and access points)

Student Learning Strengths

1. All content areas have technology baseline equipment (Smartboard, Laptop, Projector, and document camera in the classroom).
2. Students have virtual access to library resources.
3. Three computer labs with printing access available.
4. In data review, there is projected growth in reviewing bundles, comprehensive and benchmark data as there was no STAAR data for comparison this school year. Data indicates growth and progress among both LEP and SPED populations.
5. Math LEP scores have shown gains each year.
6. Additional Co-Teachers in Reading and Math are needed to assist with the intervention and instruction of LEP students.
7. Intervention programs are helping in meeting the instructional needs of the students with LPE and SPED benefiting the most.
8. Targeted and focused Reading instruction has been used to help improve the Reading scores of Guided Reading students with the implementation of the intervention period, Guided Reading, Algebra Readiness Class, TTM/Imagine Math, and Istation.
9. Guided Reading teachers assist with the instruction and intervention of students.
10. Using 6th and 7th-grade data: Reading scores have shown slight improvement each year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special populations including LEP, SPED, and MIGRANT perform below the general population. **Root Cause:** Gaps exist with reading levels of incoming middle school students.

Problem Statement 2: Reading is the area with the least amount of growth. **Root Cause:** Reading level gaps are more than one year and do not have co-teachers as Math does.

Problem Statement 3: Need for differentiated curriculum that aligns to produce more content specific engaging activities. **Root Cause:** Although curriculum is aligned to TEKS, differentiated activities require additional planning so that alignment continues as well as targeted instruction.

School Processes & Programs

School Processes & Programs Summary

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes. The District Curriculum Collaborative provides evidence the curriculum is linked to the TEKS and other standards for student learning. Data is disaggregated and teachers utilize aware to target teach specific needs/weakness and students in need of intervention. Every six weeks teachers create Plans of Action that target specific TEKS and Instructional Strategies. Data reflects that curriculum is aligned but instruction needs to be modified to ensure mastery of TEKS. The curriculum and instruction utilized are rigorous, relevant and engaging that focus on knowledge acquisition and applicability. We also have district meetings called Professional Learning Communities (PLC's) where departments meet with teachers to ensure all learners are successful. The district and campus support learning by providing Professional Development that targets specific student populations and their needs. These staff developments are implemented to keep our staff up to date with local, state and federal mandates to meet our students' needs.

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns. A.P. Solis maintains a 100% highly qualified staff and the retention rate is within the state average. The majority of our teachers have taught for about 3-7 years. A small percentage of our teachers are relatively new to the profession. The District offers support to the new staff by providing a New Teacher Orientation and Campus Orientation. We continue to focus on retaining more teachers to change the percentages of new staff. The Professional Development and Campus Level Planning Committee (CLPAC) are in place to build capacity and support the notion of continuous improvement. Highly effective staff is assigned to work with the highest needs students by their performance, Certifications, Endorsements, ei. ESL, Sp. Ed. and AVID. A.P. Solis is further committed to introduce innovative implementation as set forth by the district to improve support and integration of instructional methodology and delivery. A. P. Solis is committed to increasing the number of teachers who are ESL, GT and AP certified through selective hiring and professional development with focus areas in Sheltered Instruction, KAGAN, AVID, PLC's, Inclusion Support Model for SPED, Technology and Quality Instruction. Furthermore, A. P. Solis is committed to introducing new implementations by the district to improve support and integrating instructional support.

A.P. Solis is focused on student needs and teachers represent a broad range of experience and skills. Our campus has made a commitment to dedicated time in the master schedule for professional learning communities to support conferencing and initiatives geared to meet the needs of students. Our professional development schedule provides all the opportunities for support to learn and focus on campus and curriculum initiatives. Our challenge is to develop a mindset among our staff focused on the learning questions of Professional Learning Communities. A.P. Solis is committed to help teachers by using the following data to improve professional learning: staff surveys and/or feedback, campus department and/or faculty meeting discussions, CLPAC and data, professional development needs assessment data, evaluations for professional development implementation, and teacher TTESS data will ensure staff retention, quality and support.

School Processes & Programs Strengths

1. A highly qualified staff.
2. Staff members receive ongoing professional development through campus/district initiatives.
3. Quick adaption to distance learning due to pandemic.
4. Increased school safety training and new security measures/red key.
5. A high percentage of minority teachers representative of the population served.
6. Collaboration of Assessment & Curriculum through instructional planning days allows for strategic plans and focus.
7. Curriculum updates are done every summer and adjustments made by teachers throughout the year to meet needs among the student population served.
8. Lessons plans are designed to include focused and targeted instruction and intervention.
9. Instructional design and delivery are key and a focus at A.P. Solis to increase student engagement and critical thinking.
10. Identified weak TEKS are spiraled into lesson plans to ensure mastery.
11. Desegregation of data is conducted periodically by teachers and campus followed by a realignment of target and focus.

12. RTI process ensures interventions are in place and progress monitoring is implemented with fidelity to provide necessary additional supports.
13. District/Campus provides staff development to meet the identified needs retrieved through data analysis and desegregation.
14. Bundle exams have been restructured to ensure TEKS are assessed within the instructional scope.
15. Camps and intervention periods are two methods currently used to target student needs.
16. Administrative support through the provision of resources.
17. Systemic models of learning such as the 5E to maximize learning.
18. Teachers have secured certification in their content/subject or currently enrolled in teacher certification programs.
19. Teachers working with GT/AP, ESL, and/or Special Education, also possess their required certification.
20. Instructional paraprofessionals working with students are also highly qualified and possess a minimum of 48 college hours.
21. Teachers are afforded the opportunity to explore context through professional development sponsored through other entities and future training to expand rigor.
22. A Professional Development schedule provides staff with the opportunity and support to learn and focus on campus and curriculum initiatives.
23. To improve staff quality, data and feedback is provided through walk-throughs and posted immediately on AWARE.
24. Incentives for teaching Math, Science, Special Education are offered by the district and supported by the campus.
25. Staff that has ESL and Special Education Certification and/or specific training are assigned to work with target populations.
26. Mentoring opportunities allow for new teachers to learn from veteran teachers.
27. New teachers are observed by mentors, strategists, admin., and meet daily with their assigned team for planning.
28. PLC's/after-school training also offer a means for clarification and feedback.
29. Opportunity for various time equivalency staff developments such as Atomic Learning, MTTs, GT updates, Kagan coaching, and Techie Tuesdays.
30. Surveys to establish a need and determine prof. dev. Training, evaluations after training,
31. Professional developments decided by administration, directors, and in some cases department heads.
32. Kagan coaching, sheltered instruction update, ExCell training update, PLCs, CPI, and Inclusion training.
33. Common conference time.
34. Teacher retention rate within state average.
35. The teacher evaluation system allows for growth through feedback.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Instructional time allotment is a contributing factor in performance. **Root Cause:** 50 minute instructional classes does not allow for sufficient focus on objectives tested.

Problem Statement 2: Develop a mindset among staff focused on the learning questions of Professional Learning Communities. **Root Cause:** Need for district wide systemic training on the identification, evaluation, intervention and aspects associated with PLC's and meeting student needs.

Problem Statement 3: Morale low among the staff. **Root Cause:** Reduction of funding in addition to reduction of staff contributes to less individualized support for students.

Perceptions

Perceptions Summary

School Culture and Climate refer to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affect how people interact within the system. Our campus supports decision-making bodies to make it easy for teachers, parents. paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems. Students/parents complete a student/parent climate survey an opportunity given to be heard and voice their opinions. Teachers/staff are given a climate survey where they can address their opinions. Our campus has an open door policy where various committees and decision-making bodies play a crucial role in providing solutions. Some committees are DLPAC, CLPAC, Parental Involvement Meetings, Faculty Meetings, and Parent Orientation Training, Other support school groups: AVID, Migrant, Safe Schools, Campus Counseling Services, Student Panel, and Parent Portal.

Students describe A.P. Solis as a school where high expectations in academics are expected, discipline and structure are implemented. The students understand that acknowledgment and praise for hard work in class, good attendance, and excellent behavior will be rewarded and strive to become part of that culture. Therefore, teachers follow guidelines and the school mission to expect the best from each student. Students and staff feel very physically safe at A.P. Solis Middle school.

Students feel that the academic expectations are exceptional. Students understand that the expectations at this campus are set high and that they are expected to meet those expectations. Staff feels that the academic expectations are set high for students and staff. Students and teachers feel that the behavioral expectation is set at a high standard which allows students and teachers to feel that they are safe at school. Students and staff feel that the extracurricular expectations are that students be involved in something, so they feel invested and feel ownership in their school.

Staff and students follow rules and guidelines set by the school and district. Students demonstrate this by attending class, completing assignments, projects, participating in class discussions, and student engagement activities. Staff demonstrates this by attending meetings, collaborating, calling parents, and participating in student engagement activities.

Data shows that classroom management and organization are good. Disciplinary referral counts are low. When this is compared to classroom achievement data, it demonstrates high achievement since students are learning and in the classroom a majority of the time.

Data reflects that gang, substance abuse, weapons, and other safe school areas are low. Students that were involved were affiliated with gangs and certain demographic areas. Students that had these issues received counseling with Licensed Professional Counselor.

Needs:

- Consistent disciplinary measures throughout grade levels and teams.
- Additional Incentives for students :(various opportunities for students to be recognized, each core area to recognize a student per six weeks instead of one student per team)
- Re-examine fairness in discipline consequences and a more relaxed structure during passing periods

Teacher Value:

- Admin to provide feedback via email about referrals and consequences for teacher's referrals especially when all steps have been made by the teacher
- Consequences for infractions outside of the classroom to be equal to infractions in the classroom

- A push for a stipend for reading teachers due to the additional duties they perform plus the reading is teaching two subjects
- Push for equality when scheduling during testing and training.
- Equality with moving conference periods to help better facilitate afterschool training
- Implement team planning to help eliminate issues regarding student issues that teacher need to be aware of

Perceptions Strengths

1. Feedback from the Teacher Survey demonstrates that a safe and positive environment is felt by both staff and students with specific strengths in camaraderie among the staff.
2. A.P. Solis promotes higher-level thinking, challenging curriculum, GT Fair, Science Fair, History Fair, therefore displaying the mission of challenging educational experiences for all students.
3. High academic and behavioral expectations
4. There is cohesiveness among the staff as evident through collaboration and building of strong professional relationships that build morale.
5. There is a sense of respect that has been built around high expectations and the belief that the campus is "THE BEST".
6. Students describe the school climate as a positive school to attend, exhibiting pride in their overall success.
7. Students buy into the daily positive reminders promoting Solis as the "best" middle school with the best teachers and students.
8. Discipline Referrals continue to drop as evident over the last 4 years.
9. Parents are happy with their children being at Solis.
10. Open Communication with Parents.
11. Administrative support regarding discipline and high behavioral expectations.
12. A variety of extracurricular activities for students to choose from.
13. Student recognitions such as A & B Honor Roll, Perfect Attendance, Imagine Math, AR, EOY Field Day, EOY Awards, Citizenship award, and individual team recognitions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Culture is affected through accessibility and benefits of resources and incentives for teachers and teams based on accomplishments with direct impact on student achievement. **Root Cause:** District policies on stipends and incentives are not a campus based decisions.

Problem Statement 2: Climate and culture needs promotion with incentives such as shirts during drug awareness week. **Root Cause:** School climate is affected with the number of student incentives available.

Problem Statement 3: Disparity among overflow classrooms. **Root Cause:** With the downsize to 2.5 teams, sense of belonging is lost leading to unhealthy competition and relationships affecting team building.

Problem Statement 4: Increases in behavior related incidents impacting instruction. **Root Cause:** Increase of class size and ratio.

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

Accountability Data

- Texas Academic Performance Report (TAPR) 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: A.P. Solis 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. The district will implement a balanced literacy program in 6th-8th grade that will result in more students reading on or above grade level.

Performance Objective 1: A.P. Solis will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, TPRI/Tejas LEE, PBMAS) and Federal/ESSA with a target goal of 70% Master's level on STAAR and an increase of one level's growth on TELPAS for all ELL students.

Evaluation Data Sources: STAAR Assessment Results (Masters Level 70%)
TELPAS Assessment Results (Increase by one level from previous year)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will use the district curriculum and instruction guide as their primary sources of instructional direction for all subject areas. **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding STAAR standards per core content area. **Staff Responsible for Monitoring:** Campus Principals, DEANS, Curriculum Specialists, Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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 Reading, ELA, Writing, 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 Principals, DEANS, Curriculum Specialists, Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Funding Sources:** - Title I (211)	30%	60%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Obtain and provide program manipulatives, models, consumables, non-consumable materials, student agenda/planner and any other classroom instructional materials or resources for all core content areas (Reading, ELA, Writing, Math, Science, Social Studies, STEM). and all student populations including accessibility to technology and literacy programs such as Istation and Myon. **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, TELPAS, TPRI, Tejas Lee, & PBMAS) **Staff Responsible for Monitoring:** Campus Administration, Executive Directors, and Core Content Directors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Title I (211) - 211.11.6399.00.045.24.0.00 - $4,000, - Teacher/Principal (255) - 255.11.6399.11.045.24.0.00 - $2,956, - Title III (263) - 263.11.6399.00.045.25.0.00 - $12,166, - Title IV 289 - 289.11.6399.00.045.11.0.00 - $0, - GT (168) - 168.11.6399.00.045.21.0.00 - $2,818, - Bilingual (162) - 162.11.6399.00.045.25.0.00 - $1,741, - Bilingual (162) - 162.11.6399.00.045.25.0.00 - $10,427, - Local (199) - 199.11.6399.00.045.11.0.00 - $6,599, - 266.11.6399.00.045.24.0.00 - $0	25%	60%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, 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, AVID Training, CAST Science Training, RGVSA, RGVCTM, Texas Assessment Conference , Region I, TASA, TASSP, TEPSA, and other ESC's. **Strategy's Expected Result/Impact:** Professional Development District Plan, 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:** Executive Directors, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director and Bilingual Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** Travel-Employee Only - Teacher/Principal (255) - 255.13.6411.00.045.25.0.00 - $0, - Title III (263) - 263.13.6411.00.045.025.0.00 - $250, - Title IV 289 - 289.31.6239.00.045.11.0.00 - $0, Regional Education Services - Teacher/Principal (255) - 255.13.6239.00.045.24.0.00 - $0, - Title I (211) - 211.13.6239.00.045.24.0.00 - $0, - Local (199) - 199.11.6239.00.045.11.0.00 - $5,600, - Teacher/Principal (255) - 255.23.6411.00.045.24.0.00.0, - Teacher/Principal (255) - 255.13.6411.00.045.24.0.00.0 - $1,500	25%	50%	70%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: 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:** Executive Directors, Core Content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	50%	80%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Improve supports to struggling learners by improving interventions, high-impact tutorials, resources, and training, and articulate those interventions in documented meetings, lessons, parent contracts, team meetings, data analysis, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and/or intervention. **Staff Responsible for Monitoring:** Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, Executive Directors, Bilingual Director, Chief of Special Programs and Chief Academic Officer. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy** **Funding Sources:** - Title I (211), - ESSER III (282) - $11,759	30%	50%	80%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: A.P. Solis will implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Software, Accelerated Reading, Student Portfolios, Kagan Strategies, Sheltered Instructions for bilingual students, ELL's, and College Readiness Activities, Reading, ELA, Writing, Math, Science, and Social Studies and provide training opportunities in these areas. **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Executive Directors, Core content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211)	30%	55%	75%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: AP Solis will implement standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. **Strategy's Expected Result/Impact:** Gradebook **Staff Responsible for Monitoring:** Executive Directors, Content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4	35%	55%	75%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide educational program requirement and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools through provision of instructional teaching supplies and resources. **Strategy's Expected Result/Impact:** District Assessment Results and State Assessment Results. **Staff Responsible for Monitoring:** Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - 211.11.6399.00.045.24.0.00 - $0	30%	50%	80%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessment and the district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum and instructional programs in relation to achieving balanced literacy. **Strategy's Expected Result/Impact:** Assessment Reports **Staff Responsible for Monitoring:** Assistant Superintendent for Curriculum and Instruction, Content Directors, Special Program Directors, and Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	55%	85%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Training from Region I Speakers, Consultants, and opportunities to attend trainings sponsored by Region I, TASA, TSCA Counselor Conference. **Strategy's Expected Result/Impact:** Sign-In Log, Certificates. **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Content Directors, Assistant Superintendent for C & I. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Professional Development Administration - Teacher/Principal (255) - 255.23.6239.00.045.24.00 - $500	25%	55%	85%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 1: A.P. Solis 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. The district will implement a balanced literacy program in 6th-8th grade that will result in more students reading on or above grade level.

Performance Objective 2: Bilingual/ESL: AP Solis will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Train teachers on pedagogy (sheltered instruction, inter al.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction to ELLs (Pearson, National Geographic, Houghton Mifflin, American Reading, Scholastic grammar books, Millmark Education, Poetry Friday, etc.). **Strategy's Expected Result/Impact:** requisitions; use in classrooms; inclusion in lesson plans **Staff Responsible for Monitoring:** ELA Directors, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	55%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain up-to-date instructional technology in ESL, ELD and LUCHA classrooms 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:** Director **Schoolwide and Targeted Assistance Title I Elements:** 2.5	30%	50%	65%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Train and oversee ELD, ESL, Guided Reading, Writing and Math ESL co-teachers, ensuring they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the ELLs they serve. **Strategy's Expected Result/Impact:** enhanced student performance; joint planning with teacher of record; lesson plans with integrated sheltered instruction **Staff Responsible for Monitoring:** Director; ELA and math director; academic officers; ELA and ELL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.5	35%	50%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4:) Implement programs such as LUCHA/ASKME, Succeed Math, Reading A to Z, Imagine Math, and Istation so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English. **Strategy's Expected Result/Impact:** student scores; walkthroughs; lesson plans **Staff Responsible for Monitoring:** Director; ELL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.6	30%	55%	65%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: A.P. Solis 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. The district will implement a balanced literacy program in 6th-8th grade that will result in more students reading on or above grade level.

Performance Objective 3: Migrant: AP Solis will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Determine individual needs for instructional and support services that will: Identify available resources and make referrals to address said needs such as attendance, drop prevention program; Coordinate with the entities to ensure that the child has access to the appropriate services; and follow-up to monitor and document progress. **Strategy's Expected Result/Impact:** Student Accountability Logs, Student Conference Logs, Daily Attendance Report, Attendance Logs **Staff Responsible for Monitoring:** Migrant Strategists; Migrant Lab teachers; Core subject area teachers; Campus Administrators; Academic Counselors; Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	50%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Offer supplemental instruction to PFS or Migrant students in the core content areas and tutorials in the Migrant Lab and/or through a Migrant External Tutor. **Strategy's Expected Result/Impact:** Progress reports; Report Cards, Bundle Tests, Benchmarks and campus Assessments; proposal for External Tutors. **Staff Responsible for Monitoring:** Campus administration; Migrant Strategist; Migrant Staff, Academic Counselors	30%	50%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Prioritize instructional and support services for targeted PFS students first before regular migrant students by: tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas. **Strategy's Expected Result/Impact:** Student Accountability Logs, Home Visitor Forms, Parent Contact Logs **Staff Responsible for Monitoring:** Campus administration. Migrant Strategists, Campus Migrant Staff, **Schoolwide and Targeted Assistance Title I Elements:** 2.6	30%	55%	70%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 2: A.P. Solis 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 1: A.P. Solis will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, TPRI/Tejas LEE, PBMAS) and Federal/NCLB (AYP) by aiming at a 70% Master's level on STAAR and an increase of one level's growth on TELPAS for all ELL students.

Evaluation Data Sources: STAAR Assessment Results (Masters Level 70%)
TELPAS Assessment Results (Increase by one level from previous year)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will use the district curriculum and instruction guide as their primary sources of instructional direction for all subject areas. **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding STAAR standards per core content area. **Staff Responsible for Monitoring:** Campus Principals, DEANS, Curriculum Specialists, Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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 Reading, ELA, Writing, 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 Principals, DEANS, Curriculum Specialists, Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Funding Sources:** - Title I (211)	25%	55%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas (Reading, ELA, Writing, Math, Science, Social Studies, STEM). and all student populations. **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, TELPAS, TPRI, Tejas Lee, & PBMAS) **Staff Responsible for Monitoring:** Campus Administration, Executive Directors, and Core Content Directors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Title I (211) - 211.11.6399.00.045.24.0.00 - $4,303.50, - State Comp.(164) - 164.11.6399.00.045.30.0.00 - $10,500, - Local (199) - 199.11.6399.00.045.31.0.00 - $15,020, - Teacher/Principal (255) - 255.13.6399.11.045.24.0.00 - $0, - Title III (263) - 263.13.6329.00.045.25.0.00 - $500 , - Title IV 289 - 289.11.6399.00.045.11.0.00 - $0, - GT (168) - 168.11.6399.00.045.21.0.00 - $0, - Bilingual (162) - 162.11.6399.00.045.25.0.00 - $0	20%	50%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, 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, AVID Training, CAST Science Training, RGVSA, RGVCTM. **Strategy's Expected Result/Impact:** Professional Development District Plan, 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:** Executive Directors, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director and Bilingual Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** - Teacher/Principal (255) - 255.13.6411.00.045.25.0.00 - $0, - Title III (263) - 263.13.6411.00.045.025.0.00 - $250, - Title IV 289 - 289.31.6239.00.045.11.0.00 - $0				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: 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:** Executive Directors, Core Content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contracts, team meetings, data analysis, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and/or intervention. **Staff Responsible for Monitoring:** Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, Executive Directors, Bilingual Director, Chief of Special Programs and Chief Academic Officer. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 199.11.6399.00.045.11.0.00 - $2,300	30%	50%	75%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: A.P. Solis will implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Software, Accelerated Reading, Student Portfolios, Kagan Strategies, Sheltered Instructions for bilingual students, ELL's, and College Readiness Activities, Reading, ELA, Writing, Math, Science, and Social Studies and provide training opportunities in these areas. **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Executive Directors, Core content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211)	35%	50%	0%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: AP Solis will implement standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. **Strategy's Expected Result/Impact:** Gradebook **Staff Responsible for Monitoring:** Executive Directors, Content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4	30%	50%	70%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide educational program requirement and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools through provision of instructional teaching supplies and resources. **Strategy's Expected Result/Impact:** District Assessment Results and State Assessment Results. **Staff Responsible for Monitoring:** Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - 211.11.6399.00.045.24.0.00 - $6,696.50				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Develop a campaign to encourage and recognize students to come to school regularly and stay in school through enhanced attendance, completion, anti-bullying and dropout prevention efforts, and student recognition initiatives and incentives. **Strategy's Expected Result/Impact:** Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports. **Staff Responsible for Monitoring:** Director of Intake Center, Truancy Officers, Campus Principals, Attendance Helpers, teachers, counselors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - 199.12.6498.00.045.11.0.00 - $100, - Local (199) - 199.11.6498.00.045.11.0.00 - $2,650, - Local (199) - 199.11.6499.00.045.11.0.00 - $130, - Title IV 289 - 289.31.6498.00.045.11.0.00 - $300, - Title IV 289 - 289.31.6399.00.045.11.0.00 - $0, - Title IV 289 - 289.31.6299.00.045.11.0.00 - $0, - Title IV 289 - 289.31.6499.00.045.11.0.00 - $0, - Student Activity 865 - 865.00.2190.045.0.00 - $3,500				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Create more opportunities for students to participate in enrichment programs such as career interest technology, Robotics, athletics, band, extracurricular, student clubs, and languages other than English. **Strategy's Expected Result/Impact:** Increased enrollment numbers in programs **Staff Responsible for Monitoring:** Director of Fine Arts, Director of Athletics, Director of Technology, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Student Activity 865 - 865.00.2190.045.0.00 - $3,500	30%	55%	70%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments and district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. **Strategy's Expected Result/Impact:** Assessment Reports. **Staff Responsible for Monitoring:** Chief Academic Officer, Executive Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211)	25%	55%	80%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Training from Region One Speakers/Consultants and opportunities to attend trainings sponsored by Region One, TASA Assessment Conference, TSCA Counselor Conference. **Strategy's Expected Result/Impact:** Sign-in Log **Staff Responsible for Monitoring:** Teachers, Administrators, Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Region I - Local (199) - 199.12.6239.00.045.11.0.00 - $100, - Title I (211) - 211.11.6291.00.045.24.0.00 - $2,500	15%	50%	65%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 2: A.P. Solis 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 2: Advanced Academics: AP Solis will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. **Strategy's Expected Result/Impact:** Increased student performance. **Staff Responsible for Monitoring:** Campus administration, District Directors, Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Extra Duty Pay - 266.11.6118.00.045.24.0.TT - $0, SS/Medicare - 266.11.6141.00.045.24.0.TT - $0, Workers Comp - 266.11.6145.00.045.24.0.TT - $0, Unemployment Comp - 266.11.6145.00.045.24.0.TT - $0, Teacher Retirement/TRS Care - 266.11.6146.00.045.24.0.TT - $0	25%	55%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunities during the school day for GT students to participate in individual/group projects in Science Technology, Engineering and Math which will strengthen GT student scores in core areas: Reading, Writing, Science, Social Studies, Math, Research and Technology. **Strategy's Expected Result/Impact:** Increased student performance. **Staff Responsible for Monitoring:** Campus administration, District Directors, Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools	25%	40%	75%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: A.P. Solis 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 3: Special Education: AP Solis will support the districts' goal to improve its overall rating component in the T.E.A.'s Determination Report from a 3 to a 2 with a focus on student discipline and academic performance.

Evaluation Data Sources: PBMAS Reports
STAAR Assessment Results
TELPAS Assessment Results
PEIMS Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide district and campus training in the area of student behavior (Ex. FBA, BIP, behavior strategies). **Strategy's Expected Result/Impact:** reduction in ISS placements reduction in OSS placements reduction in DAEP placements increase in academic performance **Staff Responsible for Monitoring:** Director, Supervisor, LSSPs **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	50%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide counseling training in the area of assessments and IEPs to address student behavior. Travel Employee only, SPI Counselors Conference. **Strategy's Expected Result/Impact:** reduction in ISS placements reduction in OSS placements reduction in DAEP placements increase in academic performance **Staff Responsible for Monitoring:** Director, Supervisor, LSSPs Campus Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Local (199)	25%	55%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide district and campus trainings in the area of accommodations. **Strategy's Expected Result/Impact:** Increase in academic state performance increase in alternative accommodations. **Staff Responsible for Monitoring:** Director, Supervisor, Educational Diagnosticians, Special Education Teacher. **Schoolwide and Targeted Assistance Title I Elements:** 2.6	15%	50%	70%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide campus reviews with teachers and campus administration on student academic performance. **Strategy's Expected Result/Impact:** increase in student academic performance. **Staff Responsible for Monitoring:** Special Education Administrators Educational Diagnosticians **Schoolwide and Targeted Assistance Title I Elements:** 2.6	25%	55%	70%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide campus support in the implementation of co-teaching approaches in the middle schools to maximize quality of instruction and student learning. **Strategy's Expected Result/Impact:** decrease in one-teach-one assist co-teaching approach decrease in one-teach-one observe co-teaching approach increase in station co-teaching approach increase in student academic performance. **Staff Responsible for Monitoring:** Special Education Administrators Education Diagnosticians **Schoolwide and Targeted Assistance Title I Elements:** 2.6	15%	45%	65%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia **Strategy's Expected Result/Impact:** Increase in reading performance. **Staff Responsible for Monitoring:** Special Education Director Special Education Teacher Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	55%	75%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide special transportation for educational field trips for life skills students. **Strategy's Expected Result/Impact:** increase in state alternative assessment performance. **Staff Responsible for Monitoring:** Special Education Director	20%	40%	70%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Recognize student academic performance **Strategy's Expected Result/Impact:** increase in student academic performance. **Staff Responsible for Monitoring:** Special Education Administrators Teachers Campus Administrators	25%	55%	80%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Recognize improvement in student behavior. **Strategy's Expected Result/Impact:** decrease in student referrals. **Staff Responsible for Monitoring:** Special Education Administrators Teachers Campus Administrators	30%	60%	80%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Providing academic support through supplemental resources to campuses. **Strategy's Expected Result/Impact:** increase in academic performance. **Staff Responsible for Monitoring:** Special Education Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Train and oversee Special Education Co-teachers, ensuring they have the materials and time necessary to adequately plan and implement accommodations and to improve academic performance of the students they serve. **Strategy's Expected Result/Impact:** increase in academic performance. **Staff Responsible for Monitoring:** Special Education Administrators Teachers Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Comprehensive Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: A.P. Solis 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 4: Bilingual/ESL: AP Solis will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Train teachers on pedagogy (sheltered instruction, inter al.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction to ELLs (Pearson, National Geographic, Houghton Mifflin, American Reading, Scholastic grammar books, Millmark Education, Poetry Friday, etc.). **Strategy's Expected Result/Impact:** requisitions; use in classrooms; inclusion in lesson plans **Staff Responsible for Monitoring:** ELA Directors, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	45%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain up-to-date instructional technology in ESL, ELD and LUCHA classrooms 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:** Director **Schoolwide and Targeted Assistance Title I Elements:** 2.5	25%	50%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Train and oversee ELD, ESL, Guided Reading, Writing and Math ESL co-teachers, ensuring they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the ELLs they serve. **Strategy's Expected Result/Impact:** enhanced student performance; joint planning with teacher of record; lesson plans with integrated sheltered instruction **Staff Responsible for Monitoring:** Director; ELA and math director; academic officers; ELA and ELL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.5	25%	50%	70%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Implement programs such as LUCHA/ASKME, Succeed Math, Reading A to Z, Imagine Math, and Istation so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English. **Strategy's Expected Result/Impact:** student scores; walkthroughs; lesson plans **Staff Responsible for Monitoring:** Director; ELL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.6	30%	50%	75%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Train a cadre of teachers to 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:** Director and ELL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.6	20%	50%	65%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Enhance teacher / administrator quality by affording campus teachers and administrators the opportunity to attend local and state conferences and training sessions specializing in strategies and methodologies for ELL students. **Strategy's Expected Result/Impact:** walkthroughs, lesson plan reviews, student scores on TELPAS and STAAR **Staff Responsible for Monitoring:** Bilingual Director, ELL Strategists, Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Support the attendance by parent liaison of local and state parent conferences to learn strategies for student support that they will then convey in regular parental meetings as well as informing parents about the district bilingual/ESL model. Provide parental involvement through "Muffins with Mom & donuts with Dad" to increase parent communication with school activities. **Strategy's Expected Result/Impact:** meeting minutes and sign-ins **Staff Responsible for Monitoring:** Director **Schoolwide and Targeted Assistance Title I Elements:** 3.2				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: A.P. Solis 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 5: CTE: AP Solis will 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%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Integrate rigorous content from core academic curses with CTE programs using a coherent sequence of courses. **Strategy's Expected Result/Impact:** Student schedules, lesson plans, PDAS, EOC, Benchmarks, PEIMS, PBM, Graduation plans **Staff Responsible for Monitoring:** CTE director, Secondary campus principals, CTE staff	20%	50%	65%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Link CTE at the secondary campuses and postsecondary levels. **Strategy's Expected Result/Impact:** Student schedules, PEIMS, PBM, **Staff Responsible for Monitoring:** CTE director, Secondary campus Principals, CTE staff	25%	45%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide student with strong experience in and understanding of all aspects of an industry. **Strategy's Expected Result/Impact:** Field trip participation, seminar participation, Teacher Planned Activity Participation. **Staff Responsible for Monitoring:** CTE director, Secondary campus Principals, CTE staff	25%	55%	70%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Travel-Employee Only fees & Dues for Technology Conference to develop, improve, or expand the use of technology in CTE programs. **Strategy's Expected Result/Impact:** CTE Program plan of action, Integrated continuous Improvement plan, PBMAS. **Staff Responsible for Monitoring:** CTE director, Secondary campus Principals, CTE staff. **Funding Sources:** - Local (199)	25%	50%	75%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Initiate, improve, expand and modernize quality CTE programs, including relevant technology. **Strategy's Expected Result/Impact:** Student schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of action. **Staff Responsible for Monitoring:** CTE director, Secondary campus Principals, CTE staff.	25%	50%	70%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide service and activities that are of sufficient size, scope and quality to be effective. **Strategy's Expected Result/Impact:** Student schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of action. **Staff Responsible for Monitoring:** CTE director, Secondary campus Principals, CTE staff	20%	55%	75%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide instruction and activities to prepare all CTE students for high skill, high-wage, or high-demand occupations that will lead to self-sufficiency. **Strategy's Expected Result/Impact:** PBM, AEIS, PEIMS, TELPAS DATA, Lesson Plans, IEP Implementation. **Staff Responsible for Monitoring:** CTE director, Secondary campus principals, CTE staff	25%	50%	75%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide activities to support entrepreneurship education and training **Strategy's Expected Result/Impact:** Training Plans, Student schedules, Activity Participation **Staff Responsible for Monitoring:** CTE director, Secondary campus principals, CTE staff	30%	50%	55%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide support for local education and business partnership including work-related experiences and job shadowing that are related to CTE programs. **Strategy's Expected Result/Impact:** Training Plans, Students schedules, Activity Participation **Staff Responsible for Monitoring:** CTE director, Secondary campus Principals, CTE staff, Advisory Comm. Advisory members.	20%	50%	75%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Support training and activities in nontraditional fields. **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM CTE Program Plan of Action, Field Trip Roster, Career Fair Participation. **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff, Advisory Comm. Members.	25%	50%	70%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: 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 **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Programs Plan of Actions, IEP Implementation, ARD participation. **Staff Responsible for Monitoring:** CTE Direct, Secondary Campus Principals, CTE Staff	20%	50%	75%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide strategies that are designed to enable special populations to meet or exceed the local adjusted levels of performance. **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Programs Plan of Actions, IEP Implementation, ARD participation. **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff.	25%	55%	80%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: 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. **Strategy's Expected Result/Impact:** Activity Participation, Contact Logs, Informative Program Material- **Staff Responsible for Monitoring:** CTE director, Secondary Campus Principals, CTE Staff	25%	50%	75%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: 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, Secondary Campus Principals, CTE Staff	20%	55%	80%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Recognize CTE students and staff achievements through out the year as well as recognize CTW 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, Secondary Campus Principals, CTE Staff				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: A.P. Solis 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 6: Fine Arts: 65% of Fine Arts groups will receive the highest rating as per their category in UIL Contest and or sanctioned competition.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Students will attend all competitions for their respective department. **Strategy's Expected Result/Impact:** Audience, Judges and Staff **Staff Responsible for Monitoring:** All Fine Arts Staff	25%	50%	65%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide staff development for all fine arts staff **Strategy's Expected Result/Impact:** Sign-In sheets Contest Rating. **Staff Responsible for Monitoring:** All Fine Arts Staff	15%	50%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: All Fine Arts Teachers will provide concerts, recitals, exhibits, and performances for Parents. **Strategy's Expected Result/Impact:** Recitals, Exhibits **Staff Responsible for Monitoring:** Fine Arts Staff	15%	50%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Fine Arts staff will provide entertainment for any Parental Involvement meetings at the request of Campus Administrators **Strategy's Expected Result/Impact:** Performances at the different events **Staff Responsible for Monitoring:** Fine Arts Staff	15%	50%	65%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 3: A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to 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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement advanced academic courses. **Strategy's Expected Result/Impact:** Increased enrollment in advanced classes. **Staff Responsible for Monitoring:** Asst. Supt. for C & I, Advanced Academics Director, Core Content Directors, Campus Administration, Counselors, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college	20%	55%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement, and monitor implementation of system the provides all middle school students information and completion of a minimum of 3 higher education admissions applications, FAFSA application, and grant opportunities with summer follow ups to ensure enrollment in institutions of higher education. **Strategy's Expected Result/Impact:** Texas Academic Performance Report of graduates enrolling in TX institutions of higher education (IHE) **Staff Responsible for Monitoring:** Campus Principals, Campus Counselors, Campus and District Administration, GEAR UP Facilitators and AVID Coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	45%	65%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 2: Special Education: Goal/Objective related to CCMR (IEP completion, workforce readiness)

Evaluation Data Sources: IEP timeline reports, IEP schedule of services

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Train teachers on pedagogy (sheltered instruction, language acquisition methodologies) that addresses the needs of the special education population and acquire resources to assist teachers in preparing students for daily living skills, vocational skills , workforce readiness, and college, career and military readiness. **Strategy's Expected Result/Impact:** Increase the number of students graduating CCMR complete. **Staff Responsible for Monitoring:** Assistant Director for C & I, Special Education Director and Supervisor, Campus Administration and Special Educations Teachers and Support Staff. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college	25%	50%	80%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 3: Bilingual/ESL Education: A. P. Solis will support the district's efforts to increase the number of students participating in the ESL Program and graduating CCMR complete.

Evaluation Data Sources: TSI Data, ACT/SAT Data, TAPR, Certificate Data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Train teachers on pedagogy (sheltered instruction, inter al.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction to ELLs (Pearson, National Geographic, Houghton Mifflin, American Reading, Scholastic grammar books, Millmark Education, Poetry Friday, etc.). **Strategy's Expected Result/Impact:** requisitions; use in classrooms; inclusion in lesson plans; increase the number of students graduating CCMR complete. **Staff Responsible for Monitoring:** Assistant Superintendent for C & I, Bilingual Director, ELA Directors, and Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college	20%	55%	70%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 4: The core content areas will provide support for the creation of new AP and other advanced courses in order to ensure student access and completion of those courses.

Evaluation Data Sources: Master Schedules

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement advanced academic courses. **Strategy's Expected Result/Impact:** Increased enrollment in advanced classes. **Staff Responsible for Monitoring:** Asst. Supt. for C & I, Advanced Academics Director, Core Content Directors, Campus Administration, Counselors, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college	25%	50%	70%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 5: CTE: A. P. Solis will support the district's efforts in preparing and assisting students to gain entry level employment in high skills, high wage job and/or continue their education. Student certifications and/or college hours will increase by 2%.

Evaluation Data Sources: PBMAS, PEIMS, Bundle Data, TELPAS, STAAR, Lesson Plans, IEP implementation, job shadowing opportunities for students,

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses. **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, TTESS, Bundle Results, STAAR results, TELPAS results, PEIMS, PBMAS, Certifications and Distinctions earned. **Staff Responsible for Monitoring:** CTE Director, Campus Administration, CTE Staff, Advanced Academics Director, STEM, Counselors, Directors, and Assistant Superintendent for C & I. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college	20%	50%	70%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to increase the percentage of graduates demonstrating college/career/military readiness.

Performance Objective 6: GEAR UP: Pathways To The Future. Create an efficient educational pathway for 7 grade cohort students' through the delivery of effective academic strategies to ensure all students are college, career or military ready. Increase the academic performance to adequately prepare them for post-secondary education. 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, remote learning, use of technology, and mental health services to create a pathway towards increasing their competence and aptitudes.

Evaluation Data Sources: Texas State Accountability System

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Administrators, counselors, and teachers will attend GEAR UP meetings/conferences provided by Region One Education Center and other consultants for professional development. **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) - Regional Education Services - GEAR UP 274.11.6239.00.045.24.0.00 Professional Development 274.11.6299.00.045.24.0.00 Substitutes 274.11.6112.00.045.24.0.00 Consultant Services 274.13.6291.00.045.24.0.00	0%	0%	55%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will attend GEAR UP meetings/conferences/camps/field trips 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 **Funding Sources:** - Gear Up (274) - Travel-Students - GEAR UP 274.11.6412.00.045.24.0.00, - Gear Up (274) - Misc. Contracted Services 274.11.6299.00.045.24.0.00, - Gear Up (274) - Regional Education Services 274.13.6239.00.045.24.0.00, - Gear Up (274) - Travel Expenditures - 274.11.6494.045.24.0.00	0%	0%	25%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 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 **Funding Sources:** - Gear Up (274) - Travel: Substitutes & Non-Employees - GEAR UP 274.61.6419.00.045.24.0.00	0%	0%	50%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Promote college readiness through college/university tours. **Strategy's Expected Result/Impact:** Travel request form, flyers, permission slips, agenda/certificates, sign in sheet, informational handouts **Staff Responsible for Monitoring:** Administration, GEAR UP Facilitator, Staff, Parent Chaperones **Funding Sources:** - Gear Up (274) - Travel-Students GEAR UP - 274.11.6412.00.045.24.0.00 Transportation Expenditures - 274.11.6494.00.045.24.0.00	0%	0%	30%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide supplemental resources/materials for GEAR UP initiatives and cohort students. Provide general instructional and office supplies for teachers/GEAR UP facilitator. **Strategy's Expected Result/Impact:** Initiatives and activities **Staff Responsible for Monitoring:** Administration, GEAR UP Facilitator, Staff **Funding Sources:** - Gear Up (274) - College Prep Materials - GEAR UP 274.11.6339.00.045.24.0.00 Teacher Office Supplies 274.11.6399.00.045.24.0.00	0%	0%	60%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide student/parent snacks/meals for GEAR UP meetings, field trips, and community service events. **Strategy's Expected Result/Impact:** Agenda, sign in sheet **Staff Responsible for Monitoring:** Administration, GEAR UP Facilitator, Staff **Funding Sources:** - Gear Up (274) - Misc. Operating Expense - GEAR UP 274.11.6499.00.045.24.0.00	0%	0%	55%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: District budget 274 will be used to reimburse the campus/district expenses associated with employee travel/mileage/hotel/meals accommodations to meetings, home visits, trainings, and conferences to other activities that support the GEAR UP goal and objectives. **Strategy's Expected Result/Impact:** Mileage claim form **Staff Responsible for Monitoring:** Administration, GEAR UP Facilitator, Staff **Funding Sources:** - Gear Up (274) - Travel Employee Only - GEAR UP 274.11.6411.00.045.24.0.00 Transportation Expenditures - 274.11.6494.00.045.24.0.00, - Gear Up (274) - Counselor Travel 274.31.6411.00.045.24.0.00	0%	0%	45%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide tutors and extra pay for teachers/counselors and facilitators servicing GEAR UP students or attending conferences in relation to GEAR UP goal and objectives. **Strategy's Expected Result/Impact:** Flyers, agenda, sign in sheet **Staff Responsible for Monitoring:** Administration, GEAR UP Facilitator, Staff **Funding Sources:** - Gear Up (274) - Part-time Employees 274.11.6125.00.045.24.0.TT Extra Duty Pay Teacher/Professional - GEAR UP 274.11.6118.00.045.24.0.GU, - Gear Up (274) - Extra Duy Pay Teacher/Prof. 274.11.6118.00.045.04.0.GU	0%	0%	40%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4:
AP Solis 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: Business and Finance: The District will ensure fiscal responsibility by reviewing internal controls of at least 3 departments per year, maintain a financial transparency website that has a minimum 20 points awarded by the Texas Comptroller of Public accounts, and maintain proper allocation of resources to improve student achievement by ensuring 90 days of General Fund- Fund Balance remains in unassigned classification.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Participate in district training on the district's financial procedures. **Strategy's Expected Result/Impact:** Agendas, Sign-In Sheets, **Staff Responsible for Monitoring:** Business Office Supervisors and Campus Administration	30%	50%	65%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4:
AP Solis 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: Federal Programs- Intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA.

Evaluation Data Sources: ESSA Application and Compliance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide district with Programs/Activities/Strategies as research based and meet the Comprehensive Needs Assessment. **Strategy's Expected Result/Impact:** Evaluation is based on the ESSA compliance report. **Staff Responsible for Monitoring:** District Administrators, Campus Administrators, Teachers and Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1	55%	70%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Supplement research for core areas with service delivery methods such as but not limited to: Tutorials, Extended Day/Extended Week Tutorials, Small Group instruction, individualized instruction, computer aided instruction and extended learning opportunities **Strategy's Expected Result/Impact:** Extra Duty Pay Reports and ESSA Compliance Report **Staff Responsible for Monitoring:** District Administrators, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 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 5: Effective Instruction **Funding Sources:** - Title I (211) - 211.11.6118.00.045.24.0.TT - $0, - Title I (211) - 211.11.6146.00.045.24.0.TT - $0, - Title I (211) - 211.11.6145.00.045.24.0.TT - $0, - Title I (211) - 211.11.6143.00.045.24.0.TT - $0, - Title I (211) - 211.11.6141.00.045.24.0.TT - $0, - ESSER III (282) - $85,000	30%	55%	70%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4:
AP Solis 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: Human Resources: AP Solis will maintain a 100% highly qualified status for the staffing requirements of the Every Student Succeeds Act. AP Solis will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%. The campus will comply with 100% requirements under the Title IX of the Education Amendments of 1972.

Evaluation Data Sources: Title IX Training Forms

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide new teachers a campus orientation to become familiar with campus policies, procedures and academic program goals. **Strategy's Expected Result/Impact:** Sign In, Agenda **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals	30%	55%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: A.P. Solis will conduct 100% of reporting and follow-up into Title IX and Title VII allegations as per District Policy and direction. **Strategy's Expected Result/Impact:** Appropriately resolve all allegations adhering to the district process and timelines. **Staff Responsible for Monitoring:** Assistant Superintendent for H.R., Campus Administration	20%	55%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: A.P. Solis will provide the statutorily required training in Title IX, VII, Child Abuse Awareness policies to all staff 2X per year. **Strategy's Expected Result/Impact:** Sign In, Agenda **Staff Responsible for Monitoring:** Campus Administration, Assistant Superintendent for H.R.	20%	50%	70%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Awards and Incentives: Teacher Appreciation **Strategy's Expected Result/Impact:** Teacher Appreciation week rewards **Staff Responsible for Monitoring:** District Admin. Campus Principal				

No Progress Accomplished Continue/Modify Discontinue

Goal 4:
AP Solis 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 4: A. P. Solis' Testing and Evaluation will ensure that 6th-8th students are tested with required state assessments. With the support of the Districts Testing Department, 100% of staff will receive appropriate yearly training.

Evaluation Data Sources: Participation Requirement and Documentation

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus testing coordinator will attend staff development opportunities through Region I, Texas Assessment Conference, Testing Coordinator Acad **Strategy's Expected Result/Impact:** Information will be shared with district and campuses upon return so that information is implemented. **Staff Responsible for Monitoring:** Director of Testing, Campus Administration	20%	55%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: A. P. Solis will implement Plan4Learning as the district has selected for the development, creation and revision of the campus improvement plan. **Staff Responsible for Monitoring:** Director of Testing, Campus Administration	25%	50%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: A. P. Solis will implement district provided software such as TestHound, Performance Tracker, Auto Pilot, SuccessEd and any other components for TestHound that is needed for Testing. DISD testing dept. will also assist with Plan4Learning, DMAC, Eduphoria and Lead4ward (these will be funded through different accounts). **Strategy's Expected Result/Impact:** Testhound-Coordinates test processes and procedures, including inventory management, student tracking, test scheduling, accommodation assignment, and reporting. The Campus Testing Coordinators utilize TestHound to create testing schedules, track student accommodation information, ensure appropriate test and test booklet assignments, track inventory, and create customized reports based on campus and student needs. The Campus Testing Coordinators utilize SuccessEd to ensure implementation of accomodations during testing., tracking and creating customized reports based on campus and student needs. Plan4Learning-Holds the district and campus improvement plans for each school year. DMAC & Eduphoria-Utilized for data disaggregation, presentation, running different types of reports, TTESS, Attendance, Lesson Planning, Testing, etc. Note: Eduphoria is paid by DISD District account #199.11.6399.SW.890.11.0.00 - $58, 300.00 Federal Programs assists with providing funds for DMAC-Account #211.11.6399.SC.891.24.0.00 - $20, 128.00 Testhound is paid by the Testing Dept. account #199.21.6399.00.892.00.0.00 - $13, 013.00 Success Ed is paid by the Bilingual Department via Bilingual (162) - $45,000, - Title III (263) - $40,000, - Local (199) - $1,000 **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum & Instruction Director of Testing Curriculum Specialists Deans Directors Principals Technology **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	25%	45%	60%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4:
AP Solis 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 5: Expenditures: AP Solis will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Evaluation Data Sources: Campus budget and expenditure reports.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teacher, Office supplies, Library Supplies, Provide funds to purchase office supplies as well as technology supplies, and fixed assets, shredder, equipment of furniture for the testing department from warehouse, approved vendors, Buyboard, Region One Vendors and Cooperatives. Provide refreshments and materials for all training. **Strategy's Expected Result/Impact:** Supplies and Materials **Staff Responsible for Monitoring:** Directors/Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools **Funding Sources:** Fixed Assets - Title I (211) - 211.11.6395.00.045.24.0.00 - $6,374, Teacher/Office Supplies - Local (199) - 199.12.6399.00.045.11.0.00 - $850, Teacher/Office Supplies - Local (199) - 199.23.6399.00.045.99.0.00 - $3,250, Teacher/Office Supplies - Local (199) - 199.31.6399.00.045.99.0.00 - $1,000, F. Assets - Local (199) - 199.12.6395.00.045.11.0.00 - $0, Teacher/Office Supplies - Local (199) - 199.36.6399.00.045.33.0.00 - $0, Teacher/Office Supplies - Local (199) - 199.13.6399.00.045.99.0.00 - $650, Supplies for Maint/Oper - Local (199) - 199.23.6319.00.045.99.0.00 - $100, Teacher/Office Supplies - Local (199) - 199.11.6399.00.045.11.0.00 - $16,000, Fixed Assets - Local (199) - 199.11.6395.00.045.11.0.00 - $3,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Testing Materials **Strategy's Expected Result/Impact:** License Reports Images **Staff Responsible for Monitoring:** District Testing Director Dean **Funding Sources:** Testing Materials - Local (199) - 199.11.6339.00.045.11.0.00 - $200				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Student and Employee Travel Expenses including transportation, fees, and meals. **Strategy's Expected Result/Impact:** Travel Paperwork Title-1 C Funds, buses etc. **Staff Responsible for Monitoring:** Director Admin. Campus Admin. **Funding Sources:** Travel-Employee - Local (199) - 199.31.6411.00.045.11.0.00 - $0, Travel-Students AVID - Local (199) - 199.11.6412.00.045.31.0.00 - $5,000, Transportation Expenditure - Local (199) - 199.36.6494.00.045.99.0.00 - $200, Travel-Students - Local (199) - 199.36.6412.00.045.99.0.00 - $1,000, Fees & Dues AVID - Local (199) - 199.11.6497.00.045.31.0.00 - $0, Miscellaneous operating expense - Local (199) - 199.11.6499.00.045.31.0.00 - $2,100, Travel-Employee - Local (199) - 199.12.6411.00.045.11.0.00 - $0, Fees & Dues - Local (199) - 199.12.6495.00.045.11.0.00 - $0, Travel-Employee - Local (199) - 199.13.6411.00.045.99.0.00 - $0, Miscellaneous Operating Expense - Local (199) - 199.31.6499.00.045.99.0.00 - $0, Travel-Students - Local (199) - 199.11.6412.00.045.11.0.00 - $1,000, Transportation Expenditure - Local (199) - 199.11.6494.00.045.11.0.00 - $300, Fees and Dues - Local (199) - 199.11.6497.00.045.11.0.00 - $0, - Title IV 289 - 289.11.6239.00.045.11.0.00 - $0				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Region One/Staff Development Testing Director needs to attend mandatory Region One updates. **Strategy's Expected Result/Impact:** Training **Staff Responsible for Monitoring:** Testing Director Dean of Instruction **Funding Sources:** Region Education Services - Local (199) - 199.23.6239.00.045.99.0.00 - $100				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Extra Duty Pay Provides funds for testing personnel to compensate for working and/or after regular hours, during summer administrations, etc. **Strategy's Expected Result/Impact:** Time Cards **Staff Responsible for Monitoring:** Testing Director Dean Of Instruction **Funding Sources:** Extra Duty Pay-Tchr/Prof - Local (199) - 199.11.6118.00.045.11.0.EP - $1,500, Extra Duty Pay-Tchr/Prof - Local (199) - 199.11.6118.ST.045.31.0.00 - $1,500, Social Security Medicare - Local (199) - 199.11.6141.00.045.11.0.EP - $30, Workers Compensation - Local (199) - 199.11.6143.00.045.11.0.EP - $20, Unemployment Compensation - Local (199) - 199.11.6145.00.045.11.0.EP - $50, Teacher Retirement/TRS Care - Local (199) - 199.11.6146.00.045.11.0.EP - $45				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Contracted Services: Maintenance & Repair. Library Services, Support Agreement, Mitinet Support Agreement, Unifirst, Services under Counseling and Guidance **Strategy's Expected Result/Impact:** Sign-In sheets, Agenda **Staff Responsible for Monitoring:** Administration **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 199.12.6299.00.045.11.0.00 - $900, - Local (199) - 199.12.6249.00.045.11.0.00 - $0, - Local (199) - 199.12.6244.00.045.11.0.00 - $0	20%	55%	70%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Operating Leases, Library Services, Copier **Strategy's Expected Result/Impact:** EOY Data Usage **Staff Responsible for Monitoring:** Administration **Funding Sources:** Operating Leases - Local (199) - 199.11.6269.00.045.11.0.00 - $25,000, Operating Leases Library - Local (199) - 199.12.6269.00.045.11.0.00 - $75	25%	45%	60%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Fixed Assets, Computers Replace Lap Tops, Data Projectors, Filing Cabinets, Chairs **Strategy's Expected Result/Impact:** Campus Needs Assessment **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local (199) - 199.11.6395.00.045.11.0.00 - $0, - Local (199) - 199.23.6395.00.045.99.0.00 - $4,800	25%	50%	75%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Library Reading materials, Magazines and Periodicals, Text books, Lost Text books **Strategy's Expected Result/Impact:** Campus Needs Assessment **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local (199) - 199.12.6329.00.045.11.0.00 - $3,000, Textbooks - Local (199) - 199.11.6321.00.045.0.00 - $150	25%	50%	65%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Reimburse staff for travel and/or mileage for any and all required related activities (i.e. professional conferences, trainings, etc.) **Strategy's Expected Result/Impact:** Travel Paperwork **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local (199) - 199.23.6411.00.045.99.0.00 - $200				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4:
AP Solis 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 6: Warehouse Department: The District will ensure that requisitions requested by campus/department are expedited in a timely manner as per identified needs.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide all necessary textbooks and materials to ensure student success. **Strategy's Expected Result/Impact:** Textbook inventories, requisitions **Staff Responsible for Monitoring:** Assistant Superintendent for C & I, Directors, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Improve low-performing schools	30%	50%	70%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4:
AP Solis 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 7: Custodial Department: AP Solis will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning at least 2 times per day.

Evaluation Data Sources: Custodial reports.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Supplies for Maintenance/Operations: Paint, Wax, Cameras. Maintain/Repair Vehicles: Cart Battery, Tires PPE Equipment **Strategy's Expected Result/Impact:** All work order requests are completed. **Staff Responsible for Monitoring:** District Director Campus Admin. **Funding Sources:** Supplies for Maint/Oper - Local (199) - 199.51.6315.00.045.99.0.00 - $2,600, Miscellaneous Contracted Services - Local (199) - 199.51.6299.00.045.99.0.00 - $3,200, Maint/Repair Vehicles - Local (199) - 199.52.6246.00.045.99.0.00 - $0, - Local (199) - 199.52.6319.00.045.99.0.00 - $0, PPE Supplies - 266.11.6399.00.045.24.0.P1 - $0, - Local (199) - 199.52.6399.00.045.99.0.00 - $1,000	20%	50%	60%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4:
AP Solis 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 8: Maintenance Department: The District will ensure that 95% of the work order requests are accurate and improve the completion rate from 90% to 95%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide follow-up on workorders to ensure timely repair, attention to and servicing of campus/building to ensure interruption free instruction. **Strategy's Expected Result/Impact:** All work order requests are completed. **Staff Responsible for Monitoring:** District Director Campus Admin. **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Title I (211) - 211.61.6499.00.045.24.0.00 - $0	15%	50%	70%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: A.P. Solis 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: Risk Management: AP Solis will ensure that 85% of all campuses have an effective Emergency Operations Plan that meets all elements outlined by the Texas School Safety in place by first six weeks.

Evaluation Data Sources: Training

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Conduct campus drills to determine safety issues, concerns to be addressed for correction. **Strategy's Expected Result/Impact:** Documentation of Safety Drills **Staff Responsible for Monitoring:** Campus Administration	20%	55%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Update and maintain and Emergency Response Plan for the campus. **Strategy's Expected Result/Impact:** Emergency Response Plan **Staff Responsible for Monitoring:** Campus Administration	25%	60%	75%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: A.P. Solis 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: Police Department: AP Solis will decrease the number of cases that fall under the mandatory DAEP or Expulsion offenses by 10% each year by increasing the visibility and proximity to students at the respective campuses.

Evaluation Data Sources: PEIMS Discipline Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide classroom presentations: i.e. drug awareness, gangs, bullying, tobacco, etc) **Strategy's Expected Result/Impact:** Sign-In, Logs **Staff Responsible for Monitoring:** Campus administration, Counselors, District Police Department **Funding Sources:** - Title IV 289 - 289.6399.00.045.11.0.00 - $4,000	10%	60%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Supplement security measures with district support (i.e. surveillance equipment, security guards, drones, etc.) **Strategy's Expected Result/Impact:** Schedules, Requisitions **Staff Responsible for Monitoring:** Campus administration, Counselors, District Police Department	20%	55%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Install Key-less door entry systems with cameras where visitors will have to be buzzed in to enter the campus. **Strategy's Expected Result/Impact:** Safer Campus **Staff Responsible for Monitoring:** Campus Administration Police Dept. **Funding Sources:** - Title IV 289 - $0	15%	50%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Install door barricade system to all classrooms to be used only in the event of a lock down/shelter in place **Strategy's Expected Result/Impact:** Safer Campus **Staff Responsible for Monitoring:** Campus Administration Police Dept. **Funding Sources:** - Title IV 289 - $0				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: A.P. Solis 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: Insurance: AP Solis will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Evaluation Data Sources: Communications regarding district opportunities for coverage and insurance.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Disseminate information to campus stemming from district provision of insurance coverage with approved vendors. **Strategy's Expected Result/Impact:** Schedules **Staff Responsible for Monitoring:** Campus Administration, Safety and Risk Management	15%	55%	70%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: A.P. Solis 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: Nursing/Health Services: AP Solis will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Evaluation Data Sources: Screening Report from Campus, IMM Track2, Requisitions for Vision and Hearing

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide vision, dental, hearing and scoliosis screenings to students as needed and health supplies needed for screenings. **Strategy's Expected Result/Impact:** Report to District Health Services **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing Staff **Funding Sources:** - Title I (211) - 211.33.6219.00.045.24.0.00 - $200	15%	40%	55%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain a Coordinated School Health program through four annual SHAC (Student Health Advisory Committee) meeting that include multiple departments and community members. The committee will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. **Strategy's Expected Result/Impact:** agendas sign-ins **Staff Responsible for Monitoring:** Directors of the following departs. Federal Programs Food Services/Nutrition Nursing Physical Education Safety Student Support Services Parental Involvement	20%	50%	75%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: A.P. Solis 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: Nutrition/Food Services: AP Solis will provide nutritional meals to 100% of all PK-12 students to support academic success.

Evaluation Data Sources: Meals served as checks done by Nutrition Department of Cafeteria.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Support the Nutrition Department's effort in providing nutritional education to students. **Strategy's Expected Result/Impact:** District Newsletter **Staff Responsible for Monitoring:** Child Nutrition Director, Campus Administration	15%	40%	70%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: A.P. Solis 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: Student Support Services: AP Solis will ensure our Middle School and High School students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: A. P. Solis will support the efforts of the DISD Attendance and Student Engagement Department in the provision of resources to ensure our counselors attend necessary trainings throughout the school year, **Strategy's Expected Result/Impact:** Sign-In, Certificates **Staff Responsible for Monitoring:** Director of Student Engagement, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: A.P. Solis 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 7: A. P. Solis will support the district's efforts in assisting teachers and students with achieving at the highest level of excellence in all interscholastic competitions.

Evaluation Data Sources: Professional Development, Inventory reports, Lesson Plans, Evaluation Reports, Competition results, PEIMS Enrollment and Endorsement reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Encourage and support student participation with all the department's respective competitions. **Strategy's Expected Result/Impact:** Attendance **Staff Responsible for Monitoring:** Fine Arts Director, Campus Administration, Fine Arts Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: A.P. Solis 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 8: Drop Out Prevention: A. P. Solis will increase their attendance rate to 97% for all students.

Evaluation Data Sources: TAPR and PBMAS Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify and provide RTI, tutoring, counseling and school/community resources to those in need. **Strategy's Expected Result/Impact:** Eduphoria RTI List, Counseling Logs, **Staff Responsible for Monitoring:** Campus Administration, RTI Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools	20%	40%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Implementation of campus based attendance committee. **Strategy's Expected Result/Impact:** 6 wk reviews of attendance, copies of truancy letters and notifications **Staff Responsible for Monitoring:** Campus Administration, District Intake/Attendance Dept. **TEA Priorities:** Improve low-performing schools	15%	45%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Develop a campaign to encourage and recognize students to come to school regularly and stay in school through enhanced attendance, completion, anti-bullying and dropout prevention efforts, and student recognition initiatives and incentives. **Strategy's Expected Result/Impact:** Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports. **Staff Responsible for Monitoring:** Director of Intake Center, Truancy Officers, Campus Principals, Attendance Helpers, teachers, counselors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - 199.12.6498.00.045.11.0.00 - $150, - Local (199) - 199.11.6498.00.045.11.0.00 - $1,650, - Local (199) - 199.11.6499.00.045.11.0.00 - $100, - Title IV 289 - 289.31.6498.00.045.11.0.00 - $0, - Title IV 289 - 289.31.6399.00.045.11.0.00 - $0, - Title IV 289 - 289.31.6299.00.045.11.0.00 - $0, - Title IV 289 - 289.31.6499.00.045.11.0.00 - $0	25%	45%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Identify and provide RTI, tutoring, counseling, and school/community resources to homeless students. **Strategy's Expected Result/Impact:** Students will master state administered assessments **Staff Responsible for Monitoring:** Academic Officers, RTI Director	20%	50%	80%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Conduct 6 wks. attendance audits Study trends to target populations and maintain accurate records. **Strategy's Expected Result/Impact:** Improved ADA Six wks attendance rates Annual ADA rate. **Staff Responsible for Monitoring:** Campus Admin. Intake/attendance dept. Truancy Officers McKinney-Vento Dept.	15%	50%	75%	100%

Strategy 6 Details	Reviews			
Strategy 6: Follow district written protocol to address truancy and attendance trends.	Formative			Summative
	Sept	Dec	Mar	June
	15%	45%	70%	100%

Strategy 7 Details	Reviews			
Strategy 7: Centralize intake center to include PK to 12th and comply with the provisions of the McKinney Vento Act and train on registration procedures. **Strategy's Expected Result/Impact:** Registration documentation. **Staff Responsible for Monitoring:** Director & Attendance Staff	Formative			Summative
	Sept	Dec	Mar	June
	15%	65%	0%	100%

Strategy 8 Details	Reviews			
Strategy 8: Formation of campus based attendance committee **Strategy's Expected Result/Impact:** Enrollment data. **Staff Responsible for Monitoring:** Director & Attendance Staff, campus administrators.	Formative			Summative
	Sept	Dec	Mar	June
	25%	50%	65%	100%

Strategy 9 Details	Reviews			
Strategy 9: Ensure campuses inform parents on attendance rules, credit denial, promotion and truancy. **Strategy's Expected Result/Impact:** Meetings, Agenda, Sign-In Sheets **Staff Responsible for Monitoring:** Attendance Director and staff	Formative			Summative
	Sept	Dec	Mar	June
	15%	50%	75%	100%

Strategy 10 Details	Reviews			
Strategy 10: Assist schools with recovering leavers and train on leaver recovery. **Strategy's Expected Result/Impact:** AEIS **Staff Responsible for Monitoring:** Director & Attendance Staff	Formative			Summative
	Sept	Dec	Mar	June
	15%	50%	75%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Examine attendance records and follow up on student absences and truancy. Adopt a highway clean up service **Strategy's Expected Result/Impact:** Truancy court Records Campus Referrals **Staff Responsible for Monitoring:** Attendance Staff & Director	10%	45%	70%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Incentive Program district and campus. Perfect attendance, Fun Day, and Dean's List (rewards), EOY Events **Strategy's Expected Result/Impact:** Warning Letters, weekly court filings, meeting with truant students. **Staff Responsible for Monitoring:** District and Campus level Staff **Funding Sources:** - Local (199)	15%	45%	65%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: A.P. Solis 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 9: Physical Education: AP Solis will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for p.e. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Evaluation Data Sources: Fitness Gram, PEIMS Enrollment

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Collect fitness data for all students at all campuses enrolled in PE/Health using FITNESSGRAM. **Strategy's Expected Result/Impact:** Fitnessgram pre-and post-tests in 6th grade Fitnessgram data (annual) in grade 3-12 **Staff Responsible for Monitoring:** Campus PE/Health teachers Principal and Director monitoring	10%	45%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue implementation of Big Decisions (sexuality education), PAPA, and Project alert curricula at all middle school campuses. Implement a reporting or tracking system to monitor implementation. **Strategy's Expected Result/Impact:** Lesson plans Implementation reports **Staff Responsible for Monitoring:** Campus/PE Health teachers Director monitoring	25%	45%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. **Strategy's Expected Result/Impact:** campus grade-level rosters **Staff Responsible for Monitoring:** HR department Campus Principals.	20%	55%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Maintain up-to-date PE/Health timelines in online Curriculum Collaborative aligning state standards and district-adopted curricula. **Strategy's Expected Result/Impact:** Curriculum Collaborative. **Staff Responsible for Monitoring:** Director Head PE/Health Teacher				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide students with opportunities to travel and compete with other schools. **Strategy's Expected Result/Impact:** Lesson Plans, Competition Schedules, Travel Requests, Student Permission Forms **Staff Responsible for Monitoring:** Director, Head PE/Health Teacher, Campus P.E. Teachers, Campus Administration.				

No Progress Accomplished Continue/Modify Discontinue

Goal 5: A.P. Solis 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 10: Advanced Academics: A. P. Solis will ensure that 97% of GT students enrolled in Pre-AP and AP courses meet state standards on all areas of STAAR.

Evaluation Data Sources: TAPR Report, PBMAS

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: A.P. Solis will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, and NASA projects of study during Academic Elective periods. **Strategy's Expected Result/Impact:** Classroom observation, lesson plans **Staff Responsible for Monitoring:** Campus admin Gifted/Talented teachers AAS Direct **Funding Sources:** - Title IV 289 - 289.11.6399.00.045.11.0.00 - $4,340	15%	45%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will be provided opportunities to participate in high level extracurricular activities such as spelling bee, UIL, & Battle of the Books. Students will attend educational field trips. **Strategy's Expected Result/Impact:** Generated & paid for requisitions **Staff Responsible for Monitoring:** AAS Director, Campus admin, Teachers	20%	40%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Sec.: Pre-AP/AP and GT Elementary will participate in summer reading program **Strategy's Expected Result/Impact:** List of assignments and books **Staff Responsible for Monitoring:** Campus admin, AAS Director, librarians, Pre-AP teachers	25%	45%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide adequate/effective GT basic and 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, certificates generated **Staff Responsible for Monitoring:** AAS Director, campus admin	25%	55%	75%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Offer opportunities for training in TPSP by Region 1 to ensure teachers, are implementing correctly. Adequate training for teachers, counselors and administrators to meet student's needs (Humanities Workshop/Region I, CAMT), RGVCTM, TABE, AVID Summer Institute. Principal and/or Dean will attend TEPSA/TASSP conference in the summer. Team Mario Autism conference-Edinburg **Strategy's Expected Result/Impact:** Sign in sheets and certificates of training. **Staff Responsible for Monitoring:** AAS Director and teachers **Funding Sources:** - Title I (211), AVID - Local (199) - 199.13.6411.045.31.0.00 - $0	20%	50%	70%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide foundation or continued training to Pre-AP/AP teachers (Texas State Plan requires teachers teaching Pre-AP/AP which is how our G/T are provided services at secondary level to attend a minimum of 12 hours in GT training; Donna ISD selects to have secondary teachers acquire their training through Pre-AP Summer Institute. **Strategy's Expected Result/Impact:** Sign in sheet and certificates generated **Staff Responsible for Monitoring:** AAS Director, campus admin	20%	50%	75%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Recognize TPSP participants with medals or by placing in the district newspaper & Science Fair, Social Studies Fair, ELA recognition, Math recognition. **Strategy's Expected Result/Impact:** Competition results **Staff Responsible for Monitoring:** AAS Director, campus admin, classroom teachers	20%	50%	75%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Sec. Recognition of Tex Prep students at end of year awards **Strategy's Expected Result/Impact:** Results given to Donna ISD by UTPA Tex Prep acceptance of students **Staff Responsible for Monitoring:** AAS Director, campus admin,	30%	50%	75%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide G/T instructional resources to supplement instructional programs in all core areas and technology to increase student achievement, performance and prepare them for college, career and the workforce. **Strategy's Expected Result/Impact:** Classroom observation, lesson plans, assessments **Staff Responsible for Monitoring:** AAS director, campus admin **Funding Sources:** - GT (168) - 168.11.6399.00.045.21.0.00 - $4,235, - Local (199) - $0	15%	50%	70%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide access for 7th grade to qualify for Duke Award. **Strategy's Expected Result/Impact:** Assessment results. **Staff Responsible for Monitoring:** Middle School Administration Academic Counselors	25%	55%	5%	100%

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

Goal 5: A.P. Solis 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 11: Technology Department: A.P. Solis will support the district with improving the work orders completion to 85% and assist all campuses and departments to improve their inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

Evaluation Data Sources: Technology work orders-campus level

Summative Evaluation: Some progress made toward meeting Objective

Goal 5: A.P. Solis 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 12: Migrant: AP Solis will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

Evaluation Data Sources: STAAR Assessement Reports
Eduphoria performance reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify and recruit migrant students eligible for program instructional and support services. **Strategy's Expected Result/Impact:** Certificates of Eligibility, Migrant Parent Surveys, Migrant Campus List, NGS Migrant List, PFS Migrant Staff **Staff Responsible for Monitoring:** District Migrant Staff, Counselors, Campus Migrant Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.6	20%	50%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Determine individual needs for instructional and support services that will: Identify available resources and make referrals to address said needs such as attendance, drop prevention program; Coordinate with the entities to ensure that the child has access to the appropriate services; and follow-up to monitor and document progress. **Strategy's Expected Result/Impact:** Student Accountability Logs, Student Conference Logs, Daily Attendance Report, Attendance Logs **Staff Responsible for Monitoring:** Migrant Strategists; Migrant Lab teachers; Core subject area teachers; Campus Administrators; Academic Counselors; Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	60%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Coordinate with available programs to ensure that migrant students are accessing opportunities to earn needed credits and make-up coursework which is lacking due to late arrival and/or early withdrawal. **Strategy's Expected Result/Impact:** Migrant Lab Prescription Form, Academic records from receiving states. **Staff Responsible for Monitoring:** Migrant Strategists; Academic Counselors, Migrant Lab Teachers; Migrant Campus Staff, Registrar **Schoolwide and Targeted Assistance Title I Elements:** 2.6	25%	50%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide coordination of homework assistance and tools; collaborating with existing programs and organizations to coordinate student access to resources and; providing students and parents with up-to-date and easy to understand information on how to access homework assistance when needed. **Strategy's Expected Result/Impact:** Progress Reports, Report Cards, Bundle Test Results, Home Visit Documentation, Technology Check-Out Form **Staff Responsible for Monitoring:** Migrant strategist; Migrant counselors; Migrant Lab teachers, Migrant Campus Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Coordinate with the Texas Migrant Interstate Program/TMIP during the summer months in order to serve students from Texas who may attend out of state summer migrant programs. **Strategy's Expected Result/Impact:** TMIP Referral Form, STAAR Confidential Student Reports, Out of State Testing Report, Transfer Documents. **Staff Responsible for Monitoring:** Migrant Strategists, TMIP Staff				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Conduct a full day retreat or half day workshop of migrant middle school students aimed at PFS developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and non-academically related issues they may face **Strategy's Expected Result/Impact:** Sign-in sheets; Agendas, PFS Migrant List **Staff Responsible for Monitoring:** Migrant Strategist, Migrant Liaison; Campus Administration				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Offer supplemental instruction to PFS or Migrant students in the core content areas and tutorials in the Migrant Lab and/or through a Migrant External Tutor. **Strategy's Expected Result/Impact:** Progress reports; Report Cards, Bundle Tests, Benchmarks and campus Assessments; proposal for External Tutors. **Staff Responsible for Monitoring:** Campus administration; Migrant Strategist; Migrant Staff, Academic Counselors				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide school supplies and clothing (uniforms, under garments, shoes and jackets when necessary.) **Strategy's Expected Result/Impact:** Vouchers, Signed student rosters acknowledging the receipt of school supplies, uniforms, etc. **Staff Responsible for Monitoring:** Campus Administrations, Federal Programs **Funding Sources:** Clothing - Title I (211) - 211.32.6499.00.045.24.0.00 - $1,052.23	35%	55%	75%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Prioritize instructional and support services for targeted PFS students first before regular migrant students by: tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas. **Strategy's Expected Result/Impact:** Student Accountability Logs, Home Visitor Forms, Parent Contact Logs **Staff Responsible for Monitoring:** Campus administration. Migrant Strategists, Campus Migrant Staff, **Schoolwide and Targeted Assistance Title I Elements:** 2.6	15%	55%	70%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide transportation for migrant students for the purpose of providing community services and leadership academies, workshops, conferences and/or college and university visits. **Strategy's Expected Result/Impact:** Student Sign-In Forms, Eligible Migrant Student Lists, Travel Requests, Permission Forms, Class Grades **Staff Responsible for Monitoring:** Migrant Strategist, Campus Migrant Staff, Campus Administration & Transportation staff	15%	50%	75%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide information to school staff to increase their awareness of migrant middle school students' need for timely attention appropriate interventions (according to local procedure in place) for academic and non-academic problems or concerns and provide direction to MEP & non MEP STAFF. **Strategy's Expected Result/Impact:** Sign-In Sheets, Agendas **Staff Responsible for Monitoring:** Migrant Strategist, Campus Migrant Staff, & Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6	15%	55%	75%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children. **Strategy's Expected Result/Impact:** Progress Reports, Parent Meeting Agendas, Home Visitation Reports, & Parent Contact Logs **Staff Responsible for Monitoring:** Migrant Strategist, Campus Migrant Staff, & Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 3.2				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Create an extracurricular club or leadership organization specific to migrant students which meet regularly and is designed to: develop effective learning and study skills, help students seek and receive help from parents, peers and teachers, provide leadership opportunities and facilitate social engagement with school community **Strategy's Expected Result/Impact:** Migrant Club Meeting Agendas, Sign-In sheets, travel requests, Migrant Club Minutes. **Staff Responsible for Monitoring:** Migrant Strategists, Campus Migrant Staff, Migrant Club Sponsors **Schoolwide and Targeted Assistance Title I Elements:** 3.2				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Replace out dated and inoperable computer lab equipment, other technology related equipment and furniture in migrant labs, migrant campus staff offices and MEP central office on an " as needed" basis **Strategy's Expected Result/Impact:** Purchase Orders **Staff Responsible for Monitoring:** Migrant Director; Migrant Strategists; Migrant Campus Staff; Campus Administration				

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Provide monies for lease, maintenance, & repair for MEP and migrant campus staff equipment to include purchases of new equipment, office supplies and ink for printers **Strategy's Expected Result/Impact:** Purchase Orders **Staff Responsible for Monitoring:** Migrant Strategist, Campus Migrant Staff, & Campus Administration				

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Reimburse all MEP staff for travel and/or mileage for any and all required MEP related activities **Strategy's Expected Result/Impact:** Reimbursement Claim reports and Related Travel detail **Staff Responsible for Monitoring:** Migrant Strategist, Campus Migrant Staff, & Campus Administration	10%	55%	80%	100%

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Provide opportunities for MEP staff to attend local/regional, state/ national MEP conferences and other related conferences **Strategy's Expected Result/Impact:** Travel Request Forms; Conference Registrations **Staff Responsible for Monitoring:** Migrant Strategist, Campus Migrant Staff, & Campus Administration	15%	50%	75%	100%

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Provide high quality and ongoing professional development and/or training for MEP staff to include ID/R training, New Generation System/NGS training and other Professional Development Trainings. **Strategy's Expected Result/Impact:** Workshop Registrations, Certificates of Participation, Travel Requests **Staff Responsible for Monitoring:** Migrant Strategist, Campus Migrant Staff, & Campus Administration	20%	55%	75%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 5: A.P. Solis 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 13: Special Education: A. P. Solis will improve its overall academic rating in the area of reading and writing in 2018 as per the Texas Education Agency Performance Based Monitoring Analysis System byA oneA performanceA levelA indicator.

Evaluation Data Sources: TAPR Report

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide campus trainings in the area of accommodations and designated supports. **Strategy's Expected Result/Impact:** increase teacher awareness of accommodations increase accommodation implementation and effectiveness increase academic performance increase academic classroom performance **Staff Responsible for Monitoring:** Campus administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	50%	75%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: A.P. Solis 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: CLPAC: A.P. Solis will maintain the required members in the Campus Level Planning and Advisory Committee to oversee campus decisions, plans, and improvement activities at least 4 times per year.

Evaluation Data Sources: CLPAC meeting sign ins and agendas

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: A.P. Solis will maintain the required members in the Campus Level Planning and Advisory Committee to oversee campus decisions, plans, and improvement activities at least 4 times per year. **Strategy's Expected Result/Impact:** CLPAC meeting sign ins and agendas **Staff Responsible for Monitoring:** CLPAC Members, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	50%	75%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: A.P. Solis 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: Parental and Family Engagement Department: The District 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.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: A. P. Solis will support the district's Parental and Family Engagement Department with increasing the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year and provide light refreshments to parents attending meetings. **Strategy's Expected Result/Impact:** Volunteer sign in at each site on a daily basis and the sign in at the district meetings. **Staff Responsible for Monitoring:** Campus Administration, District Student Engagement Director **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **Funding Sources:** - Title I (211) - 211.61.6499.00.045.24.0.00 - $100	25%	55%	80%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: A.P. Solis 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: Bilingual/ESL: Goal/Objective relating to informing parents of the district Bilingual/ESL model.

Evaluation Data Sources: Meeting agendas and sign in sheets, flyers

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Support parents of bilingual students by holding parent meetings/sessions that provide parents information on the district's Bilingual/ESL model, strategies for student support, student activities, etc. **Strategy's Expected Result/Impact:** meeting minutes and sign-ins **Staff Responsible for Monitoring:** Director **Schoolwide and Targeted Assistance Title I Elements:** 3.2	30%	50%	85%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 4: The migrant department will have 4 out 4 PAC meetings throughout the school year for migrant parents. (100%)

Evaluation Data Sources: PAC meeting agendas and sign in sheets.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children through a minimum of 4 PAC meetings throughout the year. **Strategy's Expected Result/Impact:** Progress Reports, Parent Meeting Agendas, Home Visitation Reports, & Parent Contact Logs **Staff Responsible for Monitoring:** Migrant Strategist, Campus Migrant Staff, & Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools	30%	55%	35%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 5: Nursing/Health Services: Goal/Objective relating to parent education meetings/SHAC meetings.

Evaluation Data Sources: Agendas and sign ins of SHAC meetings, and agendas from Family Engagement meetings.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Maintain a Coordinated School Health program through four annual SHAC (Student Health Advisory Committee) meeting that include multiple departments and community members. The committee will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. **Strategy's Expected Result/Impact:** agendas sign-ins **Staff Responsible for Monitoring:** Directors of the following departments: Federal Programs Food Services/Nutrition Nursing Physical Education Safety Student Support Services Parental Involvement	30%	55%	80%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 6: Fine Arts: The district will inaugurate school/community committees and meet at least 4 times a school year to support continuous success for all Fine Art students.

Evaluation Data Sources: Fine Arts cross-curricular projects, Community engagement projects, Committee agendas/sign-in documents.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: A. P. Solis will support the district's efforts in the implementation of a fine arts committee that meets a minimum of 4 times a year. **Strategy's Expected Result/Impact:** Parent Meeting Agendas and sign-ins **Staff Responsible for Monitoring:** Fine Arts Director, Fine Arts Staff, & Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **TEA Priorities:** Improve low-performing schools	30%	55%	75%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 7: Nutrition/Food Services: Goal/Objective relating to SHAC meetings.

Evaluation Data Sources: Shac agendas and meetings

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Maintain a Coordinated School Health program through four annual SHAC (Student Health Advisory Committee) meeting that include multiple departments and community members. The committee will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. **Strategy's Expected Result/Impact:** agendas sign-ins **Staff Responsible for Monitoring:** Directors of the following departs. Federal Programs Food Services/Nutrition Nursing Physical Education Safety Student Support Services Parental Involvement	30%	55%	80%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 8: Transportation Department: The District will ensure that 90% of the district's bus routes will be on time to drop student at their respective campuses.

Evaluation Data Sources: Campus feedback and communication (emails)

Summative Evaluation: Met Objective

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3		164.11.6399.00.045.30.0.00	$10,500.00
				Sub-Total	$10,500.00
				Budgeted Fund Source Amount	$12,800.00
				+/- Difference	$2,300.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		199.11.6399.00.045.11.0.00	$6,599.00
1	1	4		199.11.6239.00.045.11.0.00	$5,600.00
2	1	3		199.11.6399.00.045.31.0.00	$15,020.00
2	1	6		199.11.6399.00.045.11.0.00	$2,300.00
2	1	10		199.12.6498.00.045.11.0.00	$100.00
2	1	10		199.11.6498.00.045.11.0.00	$2,650.00
2	1	10		199.11.6499.00.045.11.0.00	$130.00
2	1	13	Region I	199.12.6239.00.045.11.0.00	$100.00
2	3	2			$0.00
2	5	4			$0.00
4	5	1	Teacher/Office Supplies	199.12.6399.00.045.11.0.00	$850.00
4	5	1	Teacher/Office Supplies	199.23.6399.00.045.99.0.00	$3,250.00
4	5	1	Teacher/Office Supplies	199.31.6399.00.045.99.0.00	$1,000.00
4	5	1	F. Assets	199.12.6395.00.045.11.0.00	$0.00
4	5	1	Teacher/Office Supplies	199.36.6399.00.045.33.0.00	$0.00
4	5	1	Teacher/Office Supplies	199.13.6399.00.045.99.0.00	$650.00
4	5	1	Supplies for Maint/Oper	199.23.6319.00.045.99.0.00	$100.00
4	5	1	Teacher/Office Supplies	199.11.6399.00.045.11.0.00	$16,000.00
4	5	1	Fixed Assets	199.11.6395.00.045.11.0.00	$3,500.00
4	5	2	Testing Materials	199.11.6339.00.045.11.0.00	$200.00
4	5	3	Travel-Employee	199.31.6411.00.045.11.0.00	$0.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	5	3	Travel-Students AVID	199.11.6412.00.045.31.0.00	$5,000.00
4	5	3	Transportation Expenditure	199.36.6494.00.045.99.0.00	$200.00
4	5	3	Travel-Students	199.36.6412.00.045.99.0.00	$1,000.00
4	5	3	Fees & Dues AVID	199.11.6497.00.045.31.0.00	$0.00
4	5	3	Miscellaneous operating expense	199.11.6499.00.045.31.0.00	$2,100.00
4	5	3	Travel-Employee	199.12.6411.00.045.11.0.00	$0.00
4	5	3	Fees & Dues	199.12.6495.00.045.11.0.00	$0.00
4	5	3	Travel-Employee	199.13.6411.00.045.99.0.00	$0.00
4	5	3	Miscellaneous Operating Expense	199.31.6499.00.045.99.0.00	$0.00
4	5	3	Travel-Students	199.11.6412.00.045.11.0.00	$1,000.00
4	5	3	Transportation Expenditure	199.11.6494.00.045.11.0.00	$300.00
4	5	3	Fees and Dues	199.11.6497.00.045.11.0.00	$0.00
4	5	4	Region Education Services	199.23.6239.00.045.99.0.00	$100.00
4	5	5	Unemployment Compensation	199.11.6145.00.045.11.0.EP	$50.00
4	5	5	Extra Duty Pay-Tchr/Prof	199.11.6118.ST.045.31.0.00	$1,500.00
4	5	5	Social Security Medicare	199.11.6141.00.045.11.0.EP	$30.00
4	5	5	Workers Compensation	199.11.6143.00.045.11.0.EP	$20.00
4	5	5	Teacher Retirement/TRS Care	199.11.6146.00.045.11.0.EP	$45.00
4	5	5	Extra Duty Pay-Tchr/Prof	199.11.6118.00.045.11.0.EP	$1,500.00
4	5	6		199.12.6299.00.045.11.0.00	$900.00
4	5	6		199.12.6249.00.045.11.0.00	$0.00
4	5	6		199.12.6244.00.045.11.0.00	$0.00
4	5	7	Operating Leases	199.11.6269.00.045.11.0.00	$25,000.00
4	5	7	Operating Leases Library	199.12.6269.00.045.11.0.00	$75.00
4	5	8		199.11.6395.00.045.11.0.00	$0.00
4	5	8		199.23.6395.00.045.99.0.00	$4,800.00
4	5	9		199.12.6329.00.045.11.0.00	$3,000.00
4	5	9	Textbooks	199.11.6321.00.045.0.00	$150.00
4	5	10		199.23.6411.00.045.99.0.00	$200.00
4	7	1		199.52.6399.00.045.99.0.00	$1,000.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	7	1	Supplies for Maint/Oper	199.51.6315.00.045.99.0.00	$2,600.00
4	7	1	Miscellaneous Contracted Services	199.51.6299.00.045.99.0.00	$3,200.00
4	7	1	Maint/Repair Vehicles	199.52.6246.00.045.99.0.00	$0.00
4	7	1		199.52.6319.00.045.99.0.00	$0.00
5	8	3		199.12.6498.00.045.11.0.00	$150.00
5	8	3		199.11.6498.00.045.11.0.00	$1,650.00
5	8	3		199.11.6499.00.045.11.0.00	$100.00
5	8	12			$0.00
5	10	5	AVID	199.13.6411.045.31.0.00	$0.00
5	10	9			$0.00
				Sub-Total	$113,719.00
				Budgeted Fund Source Amount	$116,124.00
				+/- Difference	$2,405.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3		211.11.6399.00.045.24.0.00	$4,000.00
1	1	4		211.13.6239.00.045.24.0.00	$0.00
1	1	6			$0.00
1	1	7			$0.00
1	1	9		211.11.6399.00.045.24.0.00	$0.00
2	1	2			$0.00
2	1	3		211.11.6399.00.045.24.0.00	$4,303.50
2	1	7			$0.00
2	1	9		211.11.6399.00.045.24.0.00	$6,696.50
2	1	12			$0.00
2	1	13		211.11.6291.00.045.24.0.00	$2,500.00
4	2	2		211.11.6141.00.045.24.0.TT	$0.00
4	2	2		211.11.6146.00.045.24.0.TT	$0.00
4	2	2		211.11.6118.00.045.24.0.TT	$0.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	2		211.11.6143.00.045.24.0.TT	$0.00
4	2	2		211.11.6145.00.045.24.0.TT	$0.00
4	5	1	Fixed Assets	211.11.6395.00.045.24.0.00	$6,374.00
4	8	1		211.61.6499.00.045.24.0.00	$0.00
5	4	1		211.33.6219.00.045.24.0.00	$200.00
5	10	5			$0.00
5	12	8	Clothing	211.32.6499.00.045.24.0.00	$1,052.23
6	2	1		211.61.6499.00.045.24.0.00	$100.00
				Sub-Total	$25,226.23
				Budgeted Fund Source Amount	$25,226.23
				+/- Difference	$0.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		255.11.6399.11.045.24.0.00	$2,956.00
1	1	4	Travel-Employee Only	255.13.6411.00.045.25.0.00	$0.00
1	1	4	Regional Education Services	255.13.6239.00.045.24.0.00	$0.00
1	1	4		255.23.6411.00.045.24.0.00.0	$0.00
1	1	4		255.13.6411.00.045.24.0.00.0	$1,500.00
1	1	11	Professional Development Administration	255.23.6239.00.045.24.00	$500.00
2	1	3		255.13.6399.11.045.24.0.00	$0.00
2	1	4		255.13.6411.00.045.25.0.00	$0.00
				Sub-Total	$4,956.00
				Budgeted Fund Source Amount	$4,956.00
				+/- Difference	$0.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		263.11.6399.00.045.25.0.00	$12,166.00
1	1	4		263.13.6411.00.045.025.0.00	$250.00
2	1	3		263.13.6329.00.045.25.0.00	$500.00
2	1	4		263.13.6411.00.045.025.0.00	$250.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$13,166.00
				Budgeted Fund Source Amount	$13,166.00
				+/- Difference	$0.00

Gear Up (274)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	6	1		Regional Education Services - GEAR UP 274.11.6239.00.045.24.0.00 Professional Development 274.11.6299.00.045.24.0.00 Substitutes 274.11.6112.00.045.24.0.00 Consultant Services 274.13.6291.00.045.24.0.00	$0.00
3	6	2		Travel Expenditures - 274.11.6494.045.24.0.00	$0.00
3	6	2		Travel-Students - GEAR UP 274.11.6412.00.045.24.0.00	$0.00
3	6	2		Misc. Contracted Services 274.11.6299.00.045.24.0.00	$0.00
3	6	2		Regional Education Services 274.13.6239.00.045.24.0.00	$0.00
3	6	3		Travel: Substitutes & Non-Employees - GEAR UP 274.61.6419.00.045.24.0.00	$0.00
3	6	4		Travel-Students GEAR UP - 274.11.6412.00.045.24.0.00 Transportation Expenditures - 274.11.6494.00.045.24.0.00	$0.00
3	6	5		College Prep Materials - GEAR UP 274.11.6339.00.045.24.0.00 Teacher Office Supplies 274.11.6399.00.045.24.0.00	$0.00
3	6	6		Misc. Operating Expense - GEAR UP 274.11.6499.00.045.24.0.00	$0.00
3	6	7		Travel Employee Only - GEAR UP 274.11.6411.00.045.24.0.00 Transportation Expenditures - 274.11.6494.00.045.24.0.00	$0.00
3	6	7		Counselor Travel 274.31.6411.00.045.24.0.00	$0.00
3	6	8		Part-time Employees 274.11.6125.00.045.24.0.TT Extra Duty Pay Teacher/Professional - GEAR UP 274.11.6118.00.045.24.0.GU	$0.00
3	6	8		Extra Duy Pay Teacher/Prof. 274.11.6118.00.045.04.0.GU	$0.00
				Sub-Total	$0.00

Gear Up (274)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$91,745.00
				+/- Difference	$91,745.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		289.11.6399.00.045.11.0.00	$0.00
1	1	4		289.31.6239.00.045.11.0.00	$0.00
2	1	3		289.11.6399.00.045.11.0.00	$0.00
2	1	4		289.31.6239.00.045.11.0.00	$0.00
2	1	10		289.31.6498.00.045.11.0.00	$300.00
2	1	10		289.31.6399.00.045.11.0.00	$0.00
2	1	10		289.31.6299.00.045.11.0.00	$0.00
2	1	10		289.31.6499.00.045.11.0.00	$0.00
4	5	3		289.11.6239.00.045.11.0.00	$0.00
5	2	1		289.6399.00.045.11.0.00	$4,000.00
5	2	3			$0.00
5	2	4			$0.00
5	8	3		289.31.6498.00.045.11.0.00	$0.00
5	8	3		289.31.6399.00.045.11.0.00	$0.00
5	8	3		289.31.6299.00.045.11.0.00	$0.00
5	8	3		289.31.6499.00.045.11.0.00	$0.00
5	10	1		289.11.6399.00.045.11.0.00	$4,340.00
				Sub-Total	$8,640.00
				Budgeted Fund Source Amount	$8,640.00
				+/- Difference	$0.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$11,759.00
4	2	2			$85,000.00
				Sub-Total	$96,759.00
				Budgeted Fund Source Amount	$96,759.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00
				Grand Total Budgeted	$369,416.23
				Grand Total Spent	$272,966.23
				+/- Difference	$96,450.00

Addendums

Donna Independent School District

System Safeguards Missed Improvement Plan

Testing Dept.

A. P. Solis Middle School

Complete an improvement plan for each system safeguard you missed on each student population.

Note:

1. Create a committee/committees (along with administration) who will be in charge of monitoring the improvement plans and progress made
2. Clarify and prioritize the problem
3. Assess the root cause of the problem
4. Review data analysis
5. State problem statement, root cause, interventions, & monitoring
6. With the information stated above: complete the forms , implement the plan & monitor the progress

You will complete and implement these improvement plans due to your campus missing system safeguards. When completed, please keep these plans for your records (they may be asked for at any time). Please let me know if you have any questions.

Problem Statement 1:	40 % of our ELL's did not meet State standards on STAAR Reading or Writing.	Annual Goal:	95%
Root Cause 1:	ELL students not making a minimum of 1 year or more growth on TELPAS.	Strategy:	Embedded daily intervention period.

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:	65%	Q2 Goal:	75%	Q3 Goal:	85%	Q4 Goal:	95%
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
ELPS accountability with LAP form periodic reviews.		Targeted focus on identified weak TEKS.		Readjustment of targeted intervention groups.		Readjustment of targeted intervention groups.	
Compass Learning to as intervention.		Continued spiraling of specific objectives.		Continued targeted focus and spiraling of identified weak TEKS.		Continued realignment of targeted objectives and activities.	
Curriculum collaboration and review.		Team planning with meaningful data conversations.		Continuation of Compass Learning intervention.			
Targeted groups for intervention period daily.		Integration of Compass Learning Program.		Team planning and data conversations.			
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	
Lesson Plans		Lesson Plans		Lesson Plans		Lesson Plans	
Bundle Data		Bundle Data		Bundle Data		Bundle Data	
Benchmark Data		Benchmark Data		Benchmark Data		Benchmark Data	
Sign-In's/Curr. Review		Sign-In's/Curr. Review		Sign-In's/Curr. Review		Sign-In's/Curr. Review	
Walkthroughs & Observations		Walkthroughs & Observations		Walkthroughs & Observations		Walkthroughs & Observations	

Problem Statement 2:	40% of our Special Education students did not meet State Standards in Reading.	**Annual Goal:**	95%
Root Cause 2:	Special education students not meeting standards are also part of ELL and Eco. Dis. groups	**Strategy:**	A more inclusionary support with co-teachers.

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:	65%	**Q2 Goal:**	75%	**Q3 Goal:**	85%	**Q4 Goal:**	95%
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Core classes include a co-teacher for a smaller teacher to student ratio.		Curriculum collaboration and review.		Curriculum collaboration and review.		Curriculum collaboration and review.	
Small group instruction during intervention period.		Targeted instructional focus through IEP's.		Targeted instructional focus through IEP's including accelerated instruction plan.		Targeted instructional focus through IEP's including accelerated instruction plan.	
Curriculum collaboration and review.		Teacher opportunities for district trainings.		Redesign of targeted intervention groups.		Realign intervention groups based on needs.	
Daily intervention period.		Daily intervention period.		Daily intervention period.		Daily intervention period.	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	
Lesson Plans		Lesson Plans		Lesson Plans		Lesson Plans	
Bundle Data		Bundle Data		Bundle Data		Bundle Data	
Benchmark Data		Benchmark Data		Benchmark Data		Benchmark Data	
Sign-In's/Curr. Review		Sign-In's/Curr. Review		Sign-In's/Curr. Review		Sign-In's/Curr. Review	
Walkthroughs & Observations		Walkthroughs & Observations		Walkthroughs & Observations		Walkthroughs & Observations	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		Annual Goal:	
Root Cause 1:		Strategy:	A more inclusionary support with co-teachers.

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:	65%	Q2 Goal:	75%	Q3 Goal:	85%	Q4 Goal:	95%
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		**Annual Goal:**	
Root Cause 1:		**Strategy:**	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		**Q2 Goal:**		**Q3 Goal:**		**Q4 Goal:**	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		Annual Goal:	
Root Cause 1:		Strategy:	Embedded daily intervention period.

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		**Annual Goal:**	
Root Cause 1:		**Strategy:**	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		**Q2 Goal:**		**Q3 Goal:**		**Q4 Goal:**	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?	

Donna Independent School District

System Safeguards Missed Improvement Plan

Testing Dept.

A. P. Solis Middle School

Complete an improvement plan for each system safeguard you missed on each student population.

Note:

1. Create a committee/committees (along with administration) who will be in charge of monitoring the improvement plans and progress made
2. Clarify and prioritize the problem
3. Assess the root cause of the problem
4. Review data analysis
5. State problem statement, root cause, interventions, & monitoring
6. With the information stated above: complete the forms , implement the plan & monitor the progress

You will complete and implement these improvement plans due to your campus missing system safeguards. When completed, please keep these plans for your records (they may be asked for at any time). Please let me know if you have any questions.

Problem Statement 1:	40 % of our ELL's did not meet State standards on STAAR Reading or Writing.	**Annual Goal:**	95%
Root Cause 1:	ELL students not making a minimum of 1 year or more growth on TELPAS.	**Strategy:**	Embedded daily intervention period.

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:	65%	**Q2 Goal:**	75%	**Q3 Goal:**	85%	**Q4 Goal:**	95%
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
ELPS accountability with LAP form periodic reviews.		Targeted focus on identified weak TEKS.		Readjustment of targeted intervention groups.		Readjustment of targeted intervention groups.	
Compass Learning to as intervention.		Continued spiraling of specific objectives.		Continued targeted focus and spiraling of identified weak TEKS.		Continued realignment of targeted objectives and activities.	
Curriculum collaboration and review.		Team planning with meaningful data conversations.		Continuation of Compass Learning intervention.			
Targeted groups for intervention period daily.		Integration of Compass Learning Program.		Team planning and data conversations.			
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	
Lesson Plans		Lesson Plans		Lesson Plans		Lesson Plans	
Bundle Data		Bundle Data		Bundle Data		Bundle Data	
Benchmark Data		Benchmark Data		Benchmark Data		Benchmark Data	
Sign-In's/Curr. Review		Sign-In's/Curr. Review		Sign-In's/Curr. Review		Sign-In's/Curr. Review	
Walkthroughs & Observations		Walkthroughs & Observations		Walkthroughs & Observations		Walkthroughs & Observations	

Problem Statement 2:	40% of our Special Education students did not meet State Standards in Reading.	**Annual Goal:**	95%
Root Cause 2:	Special education students not meeting standards are also part of ELL and Eco. Dis. groups	**Strategy:**	A more inclusionary support with co-teachers.

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:	65%	**Q2 Goal:**	75%	**Q3 Goal:**	85%	**Q4 Goal:**	95%
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Core classes include a co-teacher for a smaller teacher to student ratio.		Curriculum collaboration and review.		Curriculum collaboration and review.		Curriculum collaboration and review.	
Small group instruction during intervention period.		Targeted instructional focus through IEP's.		Targeted instructional focus through IEP's including accelerated instruction plan.		Targeted instructional focus through IEP's including accelerated instruction plan.	
Curriculum collaboration and review.		Teacher opportunities for district trainings.		Redesign of targeted intervention groups.		Realign intervention groups based on needs.	
Daily intervention period.		Daily intervention period.		Daily intervention period.		Daily intervention period.	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	
Lesson Plans		Lesson Plans		Lesson Plans		Lesson Plans	
Bundle Data		Bundle Data		Bundle Data		Bundle Data	
Benchmark Data		Benchmark Data		Benchmark Data		Benchmark Data	
Sign-In's/Curr. Review		Sign-In's/Curr. Review		Sign-In's/Curr. Review		Sign-In's/Curr. Review	
Walkthroughs & Observations		Walkthroughs & Observations		Walkthroughs & Observations		Walkthroughs & Observations	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		Annual Goal:	
Root Cause 1:		Strategy:	A more inclusionary support with co-teachers.

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:	65%	Q2 Goal:	75%	Q3 Goal:	85%	Q4 Goal:	95%
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		Annual Goal:	
Root Cause 1:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		Annual Goal:	
Root Cause 1:		Strategy:	Embedded daily intervention period.

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		Annual Goal:	
Root Cause 1:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?	

Donna Independent School District

System Safeguards Missed Improvement Plan

Testing Dept.

A. P. Solis Middle School

Complete an improvement plan for each system safeguard you missed on each student population.

Note:

1. Create a committee/committees (along with administration) who will be in charge of monitoring the improvement plans and progress made
2. Clarify and prioritize the problem
3. Assess the root cause of the problem
4. Review data analysis
5. State problem statement, root cause, interventions, & monitoring
6. With the information stated above: complete the forms , implement the plan & monitor the progress

You will complete and implement these improvement plans due to your campus missing system safeguards. When completed, please keep these plans for your records (they may be asked for at any time). Please let me know if you have any questions.

Problem Statement 1:	40 % of our ELL's did not meet State standards on STAAR Reading or Writing.	Annual Goal:	95%
Root Cause 1:	ELL students not making a minimum of 1 year or more growth on TELPAS.	Strategy:	Embedded daily intervention period.

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:	65%	Q2 Goal:	75%	Q3 Goal:	85%	Q4 Goal:	95%
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
ELPS accountability with LAP form periodic reviews.		Targeted focus on identified weak TEKS.		Readjustment of targeted intervention groups.		Readjustment of targeted intervention groups.	
Compass Learning to as intervention.		Continued spiraling of specific objectives.		Continued targeted focus and spiraling of identified weak TEKS.		Continued realignment of targeted objectives and activities.	
Curriculum collaboration and review.		Team planning with meaningful data conversations.		Continuation of Compass Learning intervention.			
Targeted groups for intervention period daily.		Integration of Compass Learning Program.		Team planning and data conversations.			
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	
Lesson Plans		Lesson Plans		Lesson Plans		Lesson Plans	
Bundle Data		Bundle Data		Bundle Data		Bundle Data	
Benchmark Data		Benchmark Data		Benchmark Data		Benchmark Data	
Sign-In's/Curr. Review		Sign-In's/Curr. Review		Sign-In's/Curr. Review		Sign-In's/Curr. Review	
Walkthroughs & Observations		Walkthroughs & Observations		Walkthroughs & Observations		Walkthroughs & Observations	

Problem Statement 2:	40% of our Special Education students did not meet State Standards in Reading.	Annual Goal:	95%
Root Cause 2:	Special education students not meeting standards are also part of ELL and Eco. Dis. groups	Strategy:	A more inclusionary support with co-teachers.

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:	65%	Q2 Goal:	75%	Q3 Goal:	85%	Q4 Goal:	95%
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Core classes include a co-teacher for a smaller teacher to student ratio.		Curriculum collaboration and review.		Curriculum collaboration and review.		Curriculum collaboration and review.	
Small group instruction during intervention period.		Targeted instructional focus through IEP's.		Targeted instructional focus through IEP's including accelerated instruction plan.		Targeted instructional focus through IEP's including accelerated instruction plan.	
Curriculum collaboration and review.		Teacher opportunities for district trainings.		Redesign of targeted intervention groups.		Realign intervention groups based on needs.	
Daily intervention period.		Daily intervention period.		Daily intervention period.		Daily intervention period.	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	
Lesson Plans		Lesson Plans		Lesson Plans		Lesson Plans	
Bundle Data		Bundle Data		Bundle Data		Bundle Data	
Benchmark Data		Benchmark Data		Benchmark Data		Benchmark Data	
Sign-In's/Curr. Review		Sign-In's/Curr. Review		Sign-In's/Curr. Review		Sign-In's/Curr. Review	
Walkthroughs & Observations		Walkthroughs & Observations		Walkthroughs & Observations		Walkthroughs & Observations	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		Annual Goal:	
Root Cause 1:		Strategy:	A more inclusionary support with co-teachers.

Interventions by Quarter			
Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
Data collected to monitor interventions in Q1.	Data collected to monitor interventions in Q2.	Data collected to monitor interventions in Q3.	Data collected to monitor interventions in Q4.

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:	65%	Q2 Goal:	75%	Q3 Goal:	85%	Q4 Goal:	95%
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		**Annual Goal:**	
Root Cause 1:		**Strategy:**	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		**Q2 Goal:**		**Q3 Goal:**		**Q4 Goal:**	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		Annual Goal:	
Root Cause 1:		Strategy:	Embedded daily intervention period.

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		Annual Goal:	
Root Cause 1:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?	

Donna Independent School District

System Safeguards Missed Improvement Plan

Testing Dept.

A. P. Solis Middle School

Complete an improvement plan for each system safeguard you missed on each student population.

Note:

1. Create a committee/committees (along with administration) who will be in charge of monitoring the improvement plans and progress made
2. Clarify and prioritize the problem
3. Assess the root cause of the problem
4. Review data analysis
5. State problem statement, root cause, interventions, & monitoring
6. With the information stated above: complete the forms , implement the plan & monitor the progress

You will complete and implement these improvement plans due to your campus missing system safeguards. When completed, please keep these plans for your records (they may be asked for at any time). Please let me know if you have any questions.

Problem Statement 1:	40 % of our ELL's did not meet State standards on STAAR Reading or Writing.	Annual Goal:	95%
Root Cause 1:	ELL students not making a minimum of 1 year or more growth on TELPAS.	Strategy:	Embedded daily intervention period.

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal: 65%	Q2 Goal: 75%	Q3 Goal: 85%	Q4 Goal: 95%
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
ELPS accountability with LAP form periodic reviews.	Targeted focus on identified weak TEKS.	Readjustment of targeted intervention groups.	Readjustment of targeted intervention groups.
Compass Learning to as intervention.	Continued spiraling of specific objectives.	Continued targeted focus and spiraling of identified weak TEKS.	Continued realignment of targeted objectives and activities.
Curriculum collaboration and review.	Team planning with meaningful data conversations.	Continuation of Compass Learning intervention.	
Targeted groups for intervention period daily.	Integration of Compass Learning Program.	Team planning and data conversations.	
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**
Lesson Plans	Lesson Plans	Lesson Plans	Lesson Plans
Bundle Data	Bundle Data	Bundle Data	Bundle Data
Benchmark Data	Benchmark Data	Benchmark Data	Benchmark Data
Sign-In's/Curr. Review	Sign-In's/Curr. Review	Sign-In's/Curr. Review	Sign-In's/Curr. Review
Walkthroughs & Observations	Walkthroughs & Observations	Walkthroughs & Observations	Walkthroughs & Observations

Problem Statement 2:	40% of our Special Education students did not meet State Standards in Reading.	**Annual Goal:**	95%
Root Cause 2:	Special education students not meeting standards are also part of ELL and Eco. Dis. groups	**Strategy:**	A more inclusionary support with co-teachers.

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal: 65%	**Q2 Goal:** 75%	**Q3 Goal:** 85%	**Q4 Goal:** 95%
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Core classes include a co-teacher for a smaller teacher to student ratio.	Curriculum collaboration and review.	Curriculum collaboration and review.	Curriculum collaboration and review.
Small group instruction during intervention period.	Targeted instructional focus through IEP's.	Targeted instructional focus through IEP's including accelerated instruction plan.	Targeted instructional focus through IEP's including accelerated instruction plan.
Curriculum collaboration and review.	Teacher opportunities for district trainings.	Redesign of targeted intervention groups.	Realign intervention groups based on needs.
Daily intervention period.	Daily intervention period.	Daily intervention period.	Daily intervention period.
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**
Lesson Plans	Lesson Plans	Lesson Plans	Lesson Plans
Bundle Data	Bundle Data	Bundle Data	Bundle Data
Benchmark Data	Benchmark Data	Benchmark Data	Benchmark Data
Sign-In's/Curr. Review	Sign-In's/Curr. Review	Sign-In's/Curr. Review	Sign-In's/Curr. Review
Walkthroughs & Observations	Walkthroughs & Observations	Walkthroughs & Observations	Walkthroughs & Observations

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		Annual Goal:	
Root Cause 1:		Strategy:	A more inclusionary support with co-teachers.

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:	65%	Q2 Goal:	75%	Q3 Goal:	85%	Q4 Goal:	95%
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		Annual Goal:	
Root Cause 1:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?		If you <u>did</u> meet your annual goal, to what do you attribute your success? If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		Annual Goal:	
Root Cause 1:		Strategy:	Embedded daily intervention period.

Interventions by Quarter			
Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
Data collected to monitor interventions in Q1.	Data collected to monitor interventions in Q2.	Data collected to monitor interventions in Q3.	Data collected to monitor interventions in Q4.

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?		If you did meet your annual goal, to what do you attribute your success? If you did not meet you annual goal, to what do you attribute your lack of success?	

Problem Statement 1:		Annual Goal:	
Root Cause 1:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		**Q2 Interventions**		**Q3 Interventions**		**Q4 Interventions**	
Data collected to monitor interventions in Q1.		**Data collected to monitor interventions in Q2.**		**Data collected to monitor interventions in Q3.**		**Data collected to monitor interventions in Q4.**	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
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Donna Independent School District

Veterans Middle School

2021-2022 Campus Improvement Plan

Mission Statement

The mission of Donna ISD is to ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

Veterans Middle School Mission Statement: The academic community at Veterans Middle School will provide the most effective instructional environment for our students. "UNITED WE SHALL ACHIEVE EXCELLENCE".

Vision

We envision being an exemplary school district staffed with highly qualified individuals working collaboratively to graduate college-ready students who will be a powerful force for positive change in our community.

Philosophy

The Donna Independent School District recognizes its function to be that of providing a school environment that is conducive to the best teaching-learning experiences that help our students meet the standards of educational excellence. We believe that the public schools are our best hope for individual attainment and for the attainment of national strength and welfare. We continue to strive for a student-centered, teacher-led program in which needs are considered primary. In fulfilling this endeavor, we commit ourselves in helping our students develop the ability to think logically, independently, and creatively, and to communicate effectively. We recognize that as individual abilities and goals vary so must the instructional program of the individual.

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Goals 11
- Goal 1: Veterans Middle 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. The district will also implement a Math Proficiency Plan (MPP) for the early grade levels that will result in more students meeting grade level standards. 12
- Goal 2: Veterans Middle 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase. 19
- Goal 3: Veterans Middle 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. 42
- Goal 4: Veterans Middle 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. 58
- Goal 5: Veterans Middle 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. 71
- Goal 6: Veterans Middle School will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process. 89
- Goal 7: Veterans Middle School will establish a technological infrastructure that promotes communication and learning within the district and community. 93

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Comprehensive Needs Assessment

Revised/Approved: June 21, 2021

Demographics

Demographics Summary

Veterans Middle School has 881 students enrolled which is an average of about 294 students per grade level. 6th grade currently has 288 students enrolled, 283 students enrolled in 7th grade and 8th grade has 310 students enrolled. These are typical numbers for our campus although enrollment is slightly below our competition, IDEA Academy and Vanguard. All three grade levels have a high percentage of LEP end economically disadvantaged students:

6th grade: LEP 216/288 (75%) ED 279/288 (96.9%)

7th grade: LEP 204/283 (72.08%) ED 276/283 (97.53%)

8th grade: LEP 219/310 (70.64%) ED 299/310 (96.45%)

100% of our students are Hispanic-Latino

53% male and 47% female

96.93% of our students are on free or reduced lunch participation, 10.87% participate in the Special Education program, 5.5% of students are classified as homeless and only 3.97% are Gifted and Talented

While Veterans Middle School has a low mobility rate, it has a high stability rate. VMS is over-represented in the LEP/ESL special programs and under-represented in the gifted and talented program. Over-representation in LEP/ESL is due to the large influx of Spanish-speaking immigrants migrating over from Mexico and the Northern Triangle. Many of these students' first language is Spanish. In elementary, a majority of students are enrolled in a bilingual education program. As these students transition to middle school, and if not exited out of the bilingual program in elementary, they are categorized as LEP and ESL. For most students at VMS, the English language is only used at school and many of those times with teachers only, lacking any peer English support. Spanish is the primary language spoken at home as well with student peers, in the community.

Demographics Strengths

- Veterans Middle School has a experienced staff that, for the most part, are accredited and trained to teach its large population of LEP students.

- Student population has a great potential in becoming successful bilingual adults.

- Leadership and staff are focused in meeting the needs of VMS students.

- VMS has met most of its goals to implement the technology needed to drive instruction. Teachers are given the opportunity to train and are assigned training to use various technology resources.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The yearlong online instruction due to Covid-19 has made it hard to meet the adequate learning environment that students need and get in a live in person setting, especially when dealing with a large population of LEP students.

Problem Statement 2: Veterans MS must focus in determining what and how much loss of learning have students suffered, what setbacks we have, and how to move forward.

Problem Statement 3: Veterans MS must move full speed ahead to recover whatever learning was lost and make sure that our special populations are at par with our regular population.

Problem Statement 4: Strategies, resources, and technology is needed in order to maximize and recover loss of learning.

Student Learning

Student Learning Summary

Student data is disaggregated during department PLC's and team meetings using the Eduphoria Aware software system. Data from all bundle, benchmark, and the state STAAR exams can be accessed using the Aware systems. The STAAR reports data is broken down by demographics while the Aware software system breaks down the data by class periods, by student expectations with respect to the Readiness standards and Supporting standards. The Aware software is able to break down data by answer choice selected, and calculate percentages which gives teachers room to find strengths and weaknesses to meet student's needs. The data show us that Veterans Middle School is 100% Hispanic. We have about 881 students 411 of which are female and 470 are male. The population of Veterans middle school is approximately 97% economically disadvantaged. Our special education program has 95 students total, 29 migrants, and 18 immigrants. VMS has 639 total LEP and 35 GT students. Because STAAR testing was optional this year, many students elected not to participate in the testing process. We do, however, still have data from the end of last year that was collected prior to the COVID quarantine and distance learning protocols being implemented. Math data was available for all grade levels via the Math Benchmark which was tested across the district. In 6th grade math VMS was second in the district with "approaches", "meets", and "masters" coming in at 75.9%, 33.45%, and 9.35% respectively. This was less than 2% behind the leader. In 7th grade math VMS was second in the district with "approaches", "meets", and "masters" coming in at 74.67%, 37.33%, and 9.67% respectively. The gap to first place was about 12%. In 8th grade math VMS was third in the district with "approaches", "meets", and "masters" coming in at 74.23%, 21.92%, and 0.77% respectively. Although we were in third place in the district the gap to first place was a mere 6%. When compared to the 2019 Math STAAR results we get the following results, again, written as "approaches", "meets", and "masters": 14.79%, 13.66%, 3.45% increases for 6th grade, 8%, 17.89%, 6.5% increases for 7th grade, and-6.4%, -21.04%, -14.02% increases for 8th grade. Reading data was available for all grade levels via the Reading Benchmark which was tested across the district. In 6th grade Reading VMS was third in the district with "approaches", "meets", and "masters" coming in at 37.01%, 12.1%, and 4.98% respectively. This was approximately 17% behind the leader. In 7th grade Reading VMS was fourth in the district with "approaches", "meets", and "masters" coming in at 49.33%, 23.33%, and 8% respectively. The gap to first place was about 12%. In 8th grade Reading VMS was fourth in the district with "approaches", "meets", and "masters" coming in at 56.55%, 28.21%, and 6.21% respectively. Although we were fourth place in the district the gap to first place was again only 6%. When compared to the 2019 Reading STAAR results we get the following results, again, written as "approaches", "meets", and "masters": -7.09%, -0.4%, 1.16% increases for 6th grade, -10.52%, -6.22%, -6.77% increases for 7th grade, and -29.32%, -16.83%, -8.5% increases for 8th grade. When compiling the data the trend exposed shows 6th and 7th grade math increasing while the rest are decreasing, however, for the most part the decreases are small. Due to the change of teaching from in person to remote learning during the pandemic LEP and ED populations have not been improving this school year. In each subject, data has shown that the LEP and ED populations are not demonstrating projected growth in student achievement. Student achievement data across content areas indicates that we have shown a decrease in growth in 6th and 7th grade math. The 6th grade math scores went down from [approaches, meets, masters =total] 61%, 20%, 6%=87 to 17%, 1%, 0%=18. This is a 69 point decrease this year. The 7th grade math scores went down from 67%, 19%, 3%=89 to 31%, 19%, 4%=54. This is a 35point decrease. Social Studies has also shown a decline in growth from 71%, 31%, 14% =120 to 42%, 27%, 7% =76. That is a decrease of 44 points. Reading data from last year shows [approaches, meets and masters =total] 77%, 38%, 15%= 130 to this year, 35%, 14%, 1%= 50. This is a decrease of 80 points. Student data for science decreased from last year [approaches, meets, masters] 80%, 43%, 15% = 138 to 28%, 6%, 1% = 35. That is a decrease of 103 points. The 2019 STAAR results when compared to the 2021 STAAR results indicate that all content areas failed to make adequate academic achievement. This was mostly due to the Covid 19 pandemic.

Student Learning Strengths

- Motivated and well trained teachers
- Knowledge of the subject
- Low turnover rate

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Veterans MS is in need of intervention classes for Reading and Math in all grade levels to reduce the gap that Covid-19 created.

Problem Statement 2: Tutorials at Veterans MS are needed and should begin during the first semester.

Problem Statement 3: Veterans MS is also in need of more hands on activities to help students visualize and process learning that was lost due to remote learning.

Problem Statement 4: Veterans MS should plan to continue blended learning for the 21-22 school year.

School Processes & Programs

School Processes & Programs Summary

For the 2020-2021 school year, our biggest factor was the pandemic that the world faced and is still facing today. This of course completely turned our Academic/School world upside down. We need to keep this in mind as it affected every aspect of our school system. There are many strengths at Veterans Middle School such as having committees to address several factors. The committees consist of administration leaders, teachers and staff. This allows different perspectives to help address as many issues as possible. This year, our Technology Integration professional development was needed as we went to Online learning. It helped tremendously as teachers navigated and helped students become familiar with Google Classroom. Our parents were informed with the new application being used to communicate school information (REMIND application). As teachers, we have access to Eduphoria and we are able to see where our students are mastering skills and lacking skills, this allows us to plan properly and target those areas of need. Interventions were once again implemented for this school year to help students grow academically. Intervention is done during the school year and all staff helps with this endeavor, including elective teachers. VMS targets STAAR tested subjects in each grade level. This year, several Saturday tutorials were implemented to allow students to make up work and improve their grade for a failing six weeks. Some of the weakness that teachers feel we have at Veterans Middle School is the lack of 100% parent commitment to their child's success in school. This may be a language issue/lack of knowledge with technology/lack of time for our parents. VMS needs to work on a better system to help the parents of our students. This year, there was not enough time given to teachers to plan appropriately for upcoming six weeks. Also, most teachers agreed that a better communication system needs to be in place for staff and teachers about campus issues, district issues that should come from Campus Administration and Leaders. Addressing these strengths and needs will help our campus grow academically every year.

School Processes & Programs Strengths

-Committees made up of administration, teachers and staff

-Professional Development provided to help teachers adapt to online learning, meeting the needs of our student population

-Parental Involvement: Informing our parents improved due to REMIND app and via telephone (electronic/voice messages)

-Interventions provided during school hours to prepare students in areas of need;

-2020-2021 provided Saturday tutorials for grade recovery

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Better communication/More involvement of parents

Problem Statement 2: 2020-2021 no time allotted for teacher planning/self reflection on planning and student achievement

Problem Statement 3: 2020-2021 Improve communication with Administration Leaders to Teachers and Staff.

Perceptions

Perceptions Summary

In summary, Veterans Middle School strongly agrees that our school is safe and comfortable to all staff members, students, parents, and visitors. The way others sees our school is what is important, it is our image that speaks to people who or what we stand for. To continue to be safe, more security guards are needed with a better schedule rotation to ensure the safety and security of all staff members, students, parents, and visitors. If we could have outside help that could speak to some or all of our students on why its important to behave in or out of the classroom, it would be a good reflection on how we could be seen. This can consist of city police, behavior units/hospitals, juvenile facilities, crime/neighborhood watch, and counseling. The school highly recommended to follow all CDC guidelines, respect our Superintendent's wishes, looked at our staff and students health by implementing extra precautions and by following our 3Bs. This helped our school reduce the number of referrals given this year and hopefully continues next year as well. The use of technology was an issue at first as the staff had to learn every aspect of Google (be certified at level 1) and be able to share with their students. Learning how to use Google (Docs, Forms, Spreadsheets, Powerpoint, Classroom, Drive) and technology resources such as ClassKick, PearDeck, Quizizz, BrainPop, Blooket, EdPuzzle, Imagine Learning/Math, Schoology, and those we are waiting for IXL did make a difference but not knowing how to use them was a neccesity. The need or concern that teachers and students would encounter was the lack of training and/or familiarity on how it works. So, more technology trainings will be needed but at a slower pace (better understand the material), use the hands on approach (work on some lessons - practice), look at some content lessons that have been created, and insist that it continues every year. The way others sees our school is what is important, it is our image that speaks to people who or what we stand for. To continue to be safe, more security guards are needed with a better schedule rotation to ensure the safety and security of all staff members, students, parents, and visitors. If we could have outside help that could speak to some or all of our students on why its important to behave in or out of the classroom such as city police, behavior units/hospitals, juvenile facilities, crime/neighborhood watch, and counseling.

Perceptions Strengths

1. Students and Staff strongly agree that our school is safe and comfortable.

2. Our mission and vision does reflect that our school is aligned, have high quality educators, and expect our students to be a powerful force in our community.

3. Teacher are motivated and Students are eager to learn to the best of their ability

4. Referrals have decreased and the district has implemented the PBIS approach.

5. School promotes safety of students and staff that they took extra precaution by installing hand santizer in each room, required face mask and shield, 6ft apart, frequently reminders by announcements and posters, and thermometer check up once you walk in the building (staff had to use Dr. Owl) - following CDC guidelines

6. Continue working closely with School Counselors/Administrators, practice emergency plans (Emergency Response Words), monitor and supervise staff, students and visitors as they enter the school building (limited entry - key card, buzzer), sign in, and wear visitor badges.

7. Following the 3 Bs: Be Respectful. Be Responsible. Be Safe.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A better and stronger internet connection (wifi)

Problem Statement 2: Technology trainings that will benefit the staff and the student to reflect our mission and vision in creating students to be successful

Problem Statement 3: More security guards to ensure the safety and security of the staff and students

Problem Statement 4: Be consistent with zero tolerance for student learning with all staff

Problem Statement 5: Continue and implement short term incentives for students meeting high learning expectations

Problem Statement 6: Find outside help to promote safety measures for students beyond school property (city police surveillance, counseling, behavior units/hospitals, and Neighborhood Watch programs).

Problem Statement 7: Provide students with access to anonymous reporting without the embarrassment of being labeled a snitch.

Priority Problem Statements

Goals

Goal 1: Veterans Middle 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. The district will also implement a Math Proficiency Plan (MPP) for the early grade levels that will result in more students meeting grade level standards.

Performance Objective 1: Veterans Middle School will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percentage of 6-8 students reading on or above grade level will increase by 6%.

Evaluation Data Sources: iStation, STAAR and STAAR EOC, TELPAS, PBMAS

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Continue implementation of computer based programs (I-Station, MyOn, Edmentum, Learning.com) and tutorials in the mornings or on Saturday's to target STAAR tested areas. **Strategy's Expected Result/Impact:** Report Card, Program Reports, STAAR assessment results, decrease in student failure report **Staff Responsible for Monitoring:** Campus Administration, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	0%	50%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide award and incentive for the six weeks, semester, end of school year such as: T-shirts, field trips, awards, incentives, celebrations, fun day, fundraisers for the following Team/Club: 6th Grade: 1, 2, 3 7th Grade: 1, 2, 3 8th Grade: 1, 2, 3 UIL, National Junior Society Student Council and Relay for Life **Strategy's Expected Result/Impact:** Awards, certificates, sign-in sheets **Staff Responsible for Monitoring:** Campus Administration, Counselors, Teachers	0%	10%	25%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Implement advanced courses offered at every school and during the summer, to include the Bridge to Enter Advanced Mathematics (BEAM) program. Increased expansion opportunities for dual credit and advanced placement. Increased opportunities for HS credit in Middle School such as, but not limited to, Project Lead the Way (PLTW) and Algebra I. **Strategy's Expected Result/Impact:** Increased enrollment numbers in advanced courses.	0%	60%	65%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Contract Region One to assist in the area of Reading by working with a Reading Coach. **Strategy's Expected Result/Impact:** STAAR Scores will increase. **Staff Responsible for Monitoring:** Campus Administration Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	0%	75%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Veterans Middle School will purchase 30 Dell laptops for students to use as a way to collobrate with classmates and complete projects and assignments together. **Strategy's Expected Result/Impact:** Students will become more efficient in note taking and participate in group work. **Staff Responsible for Monitoring:** Campus Administration Campus Librarian Secretary Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** - Title I (211) - $33,000	0%	0%	0%	→

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

Goal 1: Veterans Middle 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. The district will also implement a Math Proficiency Plan (MPP) for the early grade levels that will result in more students meeting grade level standards.

Performance Objective 2: Veterans Middle School's Bilingual/ESL Dept.: Facilitate Reading Level Monitoring. 100% of teachers serving identified LEP students will receive support in the understanding of language, literacy, and content interdependence.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Incorporate cooperative learning activities.	0%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Implement research based practices designed to meet the diverse needs of our ELL's to include cooperative learning. Provide training on differentiated instruction and sheltered instruction to address the needs of the LEP population. **Strategy's Expected Result/Impact:** Increase in EL scores. **Staff Responsible for Monitoring:** Campus Administrations Bilingual Director Dept. Head Teachers	0%	65%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide English Language Development Instruction (ELD)	0%	55%	75%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Attend Region One Workshops and Trainings	0%	40%	80%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Obtain and provide program manipulatives, models, consumables, non-consumable materials and any other classroom instructional material or resource for all core content areas and all student populations. **Strategy's Expected Result/Impact:** Inventory aligned to core curriculum materials and purchase orders. Increase percentage of all students meeting district, state and federal standards (STAAR, TELPAS, and PBMAS) **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - Title I (211) - 11.6399 - $6,000, - Local (199) - 11.6399 - $8,000, - Teacher/Principal (255) - 13.6399 - $5,000, - Title III (263) - 11.6399 - $10,000, - Title IV 289 - 11.6399 - $10,000	0%	55%	75%	→

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

Goal 1: Veterans Middle 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. The district will also implement a Math Proficiency Plan (MPP) for the early grade levels that will result in more students meeting grade level standards.

Performance Objective 3: Veterans Middle School Library Services: The Library Services Department will facilitate the purchase of and monitor usage of key literacy programs in the district, including Accelerated Reader and myON.

Evaluation Data Sources: MyOn purchase, AR purchase, reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide campus librarian the opportunity to participate in staff development/workshop outside of Region One such as Texas Library Association State Conference and Fall Media to improve job performance. **Strategy's Expected Result/Impact:** Increase job performance and bring back ideas and initiatives we can implement on campus. **Staff Responsible for Monitoring:** Campus Administration Campus secretary Librarian	0%	0%	20%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide students with opportunities to meet and speak to authors throughout the school year to promote the love of reading and writing. **Strategy's Expected Result/Impact:** Increase Reading scores **Staff Responsible for Monitoring:** Campus Administration Secretary Librarian Teachers	0%	0%	0%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Direct and encourage students to read a variety of fiction and nonfiction resources for personal and informational needs. **Strategy's Expected Result/Impact:** Increase in book circulation. **Staff Responsible for Monitoring:** Campus Administration Librarian	0%	35%	55%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Purchase/maintain audio-visual and technology equipment collection for teachers to use in the instructional settings including TV's, data projectors, document cameras, DVD and VCR players, tape recorders, carts, Ellison die cut machines, calculators, microphones, Smart Boards, headphones, speakers, digital cameras, flip cameras, scanners, color/black printers, and poster printers and supplies as needed. **Strategy's Expected Result/Impact:** Keep campus library running smoothly. **Staff Responsible for Monitoring:** Campus Administration Secretary, Librarian **Funding Sources:** - Title I (211) - $5,000	0%	50%	75%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Encourage Accelerated Reader Program and Battle of the Books Club participation by utilizing awards and incentives. Millionaire Word Readers will be rewarded with an end of the year fun day celebration. **Strategy's Expected Result/Impact:** Encourage participation in AR and Battle of the Books. **Staff Responsible for Monitoring:** Campus Administration Secretary Librarian	0%	50%	75%	→

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Allow campus librarian the opportunity to participate in Region One workshops to improve job performance. **Strategy's Expected Result/Impact:** Increase job performance **Staff Responsible for Monitoring:** Campus administration Secretary Librarian	0%	10%	20%	→

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Update and expand reading resources for teachers to use in the instructional setting including English/Spanish books, special books such as large print and braille, professional books, online databases, periodicals, magazines and newspapers. **Strategy's Expected Result/Impact:** Establish well rounded readers and ensure all students have access to books that peak their interest. **Staff Responsible for Monitoring:** Campus Administration Librarian	0%	55%	60%	→

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

Goal 1: Veterans Middle 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. The district will also implement a Math Proficiency Plan (MPP) for the early grade levels that will result in more students meeting grade level standards.

Performance Objective 4: Academic Support: Provide dyslexia reading programs to assist struggling readers and increase reading proficiency level by 5%.

Evaluation Data Sources: Istation, Amplify mCLASS, TELPAS, dyslexia programs

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Ensure students identified as dyslexia are provided the opportunity to work on computer programs such as Language Live. **Strategy's Expected Result/Impact:** Increase reading proficiency **Staff Responsible for Monitoring:** Campus Administration Counselors 504 Director	0%	30%	50%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Ensure students are using reading computer programs such as I-Station and Amplify. **Strategy's Expected Result/Impact:** Increase in reading proficiency **Staff Responsible for Monitoring:** Campus Administration Computer lab manager Librarian Special Education Teachers	0%	65%	90%	→

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

Goal 1: Veterans Middle 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. The district will also implement a Math Proficiency Plan (MPP) for the early grade levels that will result in more students meeting grade level standards.

Performance Objective 5: Consumables, Resources and Materials: Veterans Middle School will provide teachers with consumables, resources, computer programs, online access to books, etc. to ensure teaching is differentiated and supports academic achievement for all students.

Evaluation Data Sources: STAAR Scores
Benchmark Scores
TELPAS Scores
Bundle Scores

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide teachers with Mentoring Minds, STAAR Ready, Rally Coach, EdPuzzle, PearDeck, etc. to ensure we are meeting the needs of all students in various learning methods. **Strategy's Expected Result/Impact:** Increase in STAAR scores, Bundle scores, Benchmark scores, etc. **Staff Responsible for Monitoring:** Campus Administration Dept. Heads Secretary	0%	45%	80%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Supplies will be purchased for campus teachers and staff to ensure they are able to carry out their daily duties. Supplies will be ordered as needed as well as ink for office printers. **Strategy's Expected Result/Impact:** Enhance efficient campus office and fill supply requests. **Staff Responsible for Monitoring:** Campus Administration Secretary	0%	55%	80%	→

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

Goal 2: Veterans Middle 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. 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 6-8 who achieve meets and/or masters performance level on the STAAR increase from 29% to 36%.

Evaluation Data Sources: STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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:** Increase number of students meeting or exceeding STAAR standards per core content area. **Staff Responsible for Monitoring:** Campus administrators, teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day with the appropriate allocated minutes and implement and monitor required lesson plans for RLA, Math, Science and Social Studies. **Strategy's Expected Result/Impact:** Increase student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Obtain and provide program manipulatives, models, consumables, non-consumable materials and any other classroom instructional materials or resources for all content areas and Robotics and for all student populations. Materials such as STAAR Reading, Science, Math, Social Studies resources, warehouse supplies, teacher supplies, campus supplies and textbooks. Campus will hire tutors to assist in the areas of Reading, Math, Science and Social Studies. **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. **Staff Responsible for Monitoring:** Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - 11.6399 - $487.20	0%	35%	65%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Teachers will participate in conferences specific to their content area to ensure advancement in content classes. Math teachers will participate in CAMT conference virtually. Provide research based staff development aligned to performance data measured by district, state, and federal accountability indicators to include job embedded training, response to intervention (RTI), data utilization, technology, PLTW Computer Science, core state adopted textbooks, supplemental programs research based strategies for CCRS, classroom management and discipline training for appropriate behavior. Raise your Hand Texas-Raising Blended. Teacher will attend CAST, RGVCTM, TCTELA, etc. **Strategy's Expected Result/Impact:** Increase scores in all content areas **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - Title IV 289 - 11.6411.00.046.11.0.00 - $5,000, - Teacher/Principal (255) - 23.6239 - $1,386	0%	50%	65%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Veterans Middle School will contract and work closely with a Professional Service Provider who will provide instructional support to the campus. **Strategy's Expected Result/Impact:** Increase student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Campus administration, secretary	0%	50%	80%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide instructional/presentational materials and program manipulatives, models, consumables, non consumable materials and any other classroom instructional materials or resources for all content area teachers to assist in effectively delivering instruction in content area to ensure student success. **Strategy's Expected Result/Impact:** Increase student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Campus administration	0%	50%	70%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide research based staff development aligned to performance data measured by district, state and federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, PLTW Computer Science, core state adopted textbooks, supplemental programs, research based strategies for ELL's, research based instructional strategies for CCRS, classroom management and discipline for appropriate behavior. **Strategy's Expected Result/Impact:** Cultivate well rounded teachers with a plethora of resources and interventions to assist with teaching. **Staff Responsible for Monitoring:** Campus Administration Secretary	0%	50%	75%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide instructional/presentational materials to assist the teacher to effectively deliver instruction of content for student success. **Strategy's Expected Result/Impact:** Increase teacher resources **Staff Responsible for Monitoring:** Campus Administration	0%	50%	85%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Implement advanced academic courses offered at the campus and during the summer. Increase opportunities for students to participate in HS classes such as PLTW, Algebra I, Geometry, English I, Biology I and Spanish. **Strategy's Expected Result/Impact:** Increase enrollment numbers in advanced courses. **Staff Responsible for Monitoring:** Campus administration Counselors	0%	50%	85%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Campus administration will travel to attend conferences such as Texas Association of Secondary Administrators (TASA) , Texas Assessment Conference, etc. to ensure campus administration is up to date on best practices pertaining to student success. **Strategy's Expected Result/Impact:** Cultivate well rounded administrators with best practices and resources needed to ensure academic success. **Staff Responsible for Monitoring:** Campus Administration Secretary **Funding Sources:** - Teacher/Principal (255) - 23.6411 - $1,562.75	0%	75%	85%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Veterans Middle 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Advanced Academics: Increase GT students achieving the MEETS and MASTERS grade level standard on STAAR by 3%.

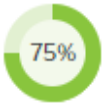
Evaluation Data Sources: Report Cards, District BMs, STAAR Results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide GT students with books and materials they need to be successful as well as supplemental instructional materials to upgrade the GT program on campus. **Strategy's Expected Result/Impact:** Increase in GT scores. **Staff Responsible for Monitoring:** Campus Administration Counselors GT Coordinator	0%	50%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Ensure that GT students participate in Advanced courses. **Strategy's Expected Result/Impact:** Increase in GT students enrolled in Advanced courses. **Staff Responsible for Monitoring:** Campus Administration Counselors GT Coordinator	0%	60%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Students will be provided the opportunity to participate in academic extracurricular activities such as Spelling Bee, UIL, Battle of the Books. Campus will also provide snacks for students participating in UIL and extracurricular activities and events. **Strategy's Expected Result/Impact:** Increase the number of GT students participating in academic extra curricular activities. **Staff Responsible for Monitoring:** Campus Administration Counselors GT Coordinator	0%	55%	90%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Students identified as GT will be provided the opportunity to accelerate instruction by taking the credit by exam exam. **Strategy's Expected Result/Impact:** Increase in students participating in accelerated instruction. **Staff Responsible for Monitoring:** Campus Administration Counselors GT Coordinator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Veterans Middle 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Special Education: Increase Special Education students achieving the MEETS and MASTERS grade level standard on STAAR by 2%.

Evaluation Data Sources: STAAR/EOC results, district benchmarks, district bundles

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Obtain and provide program manipulatives, models, consumables, non-consumable materials and any other classroom instruction materials or resources for all core content areas. **Strategy's Expected Result/Impact:** Increase scores from students participating in special education program. **Staff Responsible for Monitoring:** Campus Administration Special Education Dept. Head Special Education Director	0%	50%	60%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Special education teachers and para-professionals will attend Region one trainings and updates on topics such as Autism. **Strategy's Expected Result/Impact:** Teachers and para-professionals will know how to work with students with special needs. **Staff Responsible for Monitoring:** Campus Administration Special Education Director Special Education Dept. Head	0%	25%	60%	→

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

Goal 2: Veterans Middle 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. 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 by 5% points, from last year, the number of students identified as LEP students that achieve the MEETS and MASTERS grade level standard on STAAR/EOC.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide bilingual/ESL students with books, materials and resources they need to be successful. **Strategy's Expected Result/Impact:** Increase in ESL student scores. **Staff Responsible for Monitoring:** Campus Administration Secretary Bilingual Director				

 No Progress Accomplished Continue/Modify Discontinue

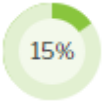
Goal 2: Veterans Middle School will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 5: CTE: Will identify the CTE students in need of academic improvement and offer classroom enrichment lessons and tutorial opportunities in order to increase by 5% of the amount of CTE students achieving meets and/or masters standards on the STAAR EOCs.

Evaluation Data Sources: STAAR EOC, TELPAS, PBMAS

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide CTE students with books, materials, and resources they need to be successful. **Strategy's Expected Result/Impact:** Increase in CTE student scores. **Staff Responsible for Monitoring:** Campus Administration CTE Director CTE Dept. Head				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunities during Summer courses for Career Investigations class for incoming 8th graders. **Strategy's Expected Result/Impact:** Increase student enrollment **Staff Responsible for Monitoring:** Campus Administration CTE Director CTE teachers				

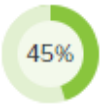
 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Veterans Middle 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. 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide books, materials and resources for students participating in Fine Arts in order for them to be successful. **Strategy's Expected Result/Impact:** Increase in Fine Arts students scores. **Staff Responsible for Monitoring:** Campus Administration Fine Arts director Secretary				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Band students will compete in TIMEA: All Region Band competition; Solo and Ensemble Band competition and UIL contest. **Strategy's Expected Result/Impact:** Increase number of students participating in band. **Staff Responsible for Monitoring:** Campus Administration Band Director Band Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Dance Team will compete at local and regional competition at the discretion of dance instructor. **Strategy's Expected Result/Impact:** Increase number of students participating in dance. **Staff Responsible for Monitoring:** Campus Administration Dance Director Dance Teacher				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide materials, supplies, resources and equipment for students to create products and attend fine arts competition and events. **Strategy's Expected Result/Impact:** Increase in number of students participating in fine arts. **Staff Responsible for Monitoring:** Campus Administration Fine Arts Director	0%	25%	60%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Recruit 5th grade students from feeder schools to the 6th grade Fine Arts program for the following school year. **Strategy's Expected Result/Impact:** Increase number of students participating in fine arts. **Staff Responsible for Monitoring:** Campus Administration Fine Arts Teachers Counselors	0%	50%	85%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: The Fine Arts Program will conduct approved fundraisers to provide incentives, T-shirts, awards, end of year celebrations, etc. for students throughout the year. **Strategy's Expected Result/Impact:** Increase in number of students participating in fine arts. **Staff Responsible for Monitoring:** Campus Administration Fine Arts Teachers Secretary	0%	35%	75%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: The Fine Arts Department will participate in professional development provided by the district and Region One. **Strategy's Expected Result/Impact:** Retain fine arts teachers **Staff Responsible for Monitoring:** Campus Administration Fine Arts Director Secretary	0%	35%	70%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: The Fine Arts Department will participate in concerts, recitals, exhibits, and student performances to be held for parents and the school community. **Strategy's Expected Result/Impact:** Increase the number of students participating in fine arts.				

Staff Responsible for Monitoring: Campus Administration Fine Arts Director Fine Arts Teachers	0%	35%	85%	→

 No Progress Accomplished → Continue/Modify ✕ Discontinue

Goal 2: Veterans Middle 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 7: Academic Support: Increase progress monitoring of students with physical and mental impairments by 10%.

Evaluation Data Sources: Student grades
504 documents
student health records

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Homebound services will be provided to students in need. Homebound services will provide instruction at home. **Strategy's Expected Result/Impact:** Increase in students scores due to homebound services being provided. **Staff Responsible for Monitoring:** Campus Administration 504 committee Homebound Teacher				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Veterans Middle 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 8: Drop Out Prevention: Veterans Middle School will increase the attendance rate from 95.1 to 95.6 for all students.

Evaluation Data Sources: Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Examine attendance records and follow up on student absences and truancy. **Strategy's Expected Result/Impact:** Attendance Report will show increased attendance. **Staff Responsible for Monitoring:** Campus administration, Attendance Clerk, PEIMS Clerk, Parent Helpers, Techers, Counselors, Truancy Officer **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	0%	50%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Enforce compulsory attendance law via grade level committees. **Strategy's Expected Result/Impact:** Attendance Report will show increased attendance. **Staff Responsible for Monitoring:** Campus administration, Attendance Clerk, PEIMS Clerk, Parent Helpers, Techers, Counselors, Truancy Officer **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	0%	50%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Identify and monitor student absences by making telephone calls and home visits. **Strategy's Expected Result/Impact:** Attendance Report will show increased attendance. **Staff Responsible for Monitoring:** Campus administration, Attendance Clerk, PEIMS Clerk, Parent Helpers, Techers, Counselors, Truancy Officer **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	0%	50%	70%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide staff development for faculty and staff on the compulsory attendance law and guidelines. **Strategy's Expected Result/Impact:** Attendance Report will show increased attendance. **Staff Responsible for Monitoring:** Campus administration, Attendance Clerk, PEIMS Clerk, Parent Helpers, Techers, Counselors, Truancy Officer	0%	50%	70%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Recognize students with incentives/awards every six weeks for all "A" Honor Roll, "A&B" Honor Roll, Dean's List Banquet, Perfect Attendance, AR, and Positive Character Building, Veterans CUP. **Strategy's Expected Result/Impact:** Attendance Report will show increased attendance. **Staff Responsible for Monitoring:** Campus administration, Attendance Clerk, PEIMS Clerk, Parent Helpers, Techers, Counselors, Truancy Officer	0%	10%	50%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide school club awards and incentives for the end of the school year for club participation and accomplishments. AVID, Yearbook, Garden, National Junior Honor Society, Library, Life skills, Student Council, Cheerleading, Saturday Tutorials. **Strategy's Expected Result/Impact:** Attendance Report will show increased attendance. **Staff Responsible for Monitoring:** Campus administration, Attendance Clerk, PEIMS Clerk, Parent Helpers, Techers, Counselors, Truancy Officer, Club Sponsors.	0%	30%	55%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide support and annual fees to school clubs such as Student Council, AVID, Reading, National Junior Honor Society, UIL and Life Skills to encourage student involvement. **Strategy's Expected Result/Impact:** Increase student involvement and increase attendance. **Staff Responsible for Monitoring:** Campus administration, Counselors, Club Sponsors	0%	30%	75%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide student support services and incentives through our counseling department such as motivational speakers, counselors, Career Day activities, Red Ribbon Week, T-shirts for STAAR acceleration, T-shirts for 6th grade Orientation, Spirit shirts, and the Christmas foundation. Provide light refreshments for such activities and guest speakers during Career Day, STAAR testing and Red Ribbon Week. **Strategy's Expected Result/Impact:** Increase student involvement and participation increasing attendance. **Staff Responsible for Monitoring:** Campus Administration, counselors, secretary **Funding Sources:** - Title IV 289 - 31.6499 - $1,243.11	0%	50%	90%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Implement Career Pathways to provide students information on careers, CATE and administer Interest Survey to determine placement. **Strategy's Expected Result/Impact:** Reduce drop out rate **Staff Responsible for Monitoring:** Campus Administration Counselors CATE teachers				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Promote positive campus culture by displaying items that represent Veterans Middle School such as: tablecloth with campus logo, tent with campus logo, podium with campus logo, etc. **Strategy's Expected Result/Impact:** Promote positive campus culture and climate. **Staff Responsible for Monitoring:** Campus Administration Secretary				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Veterans Middle 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 9: AVID: Veterans Middle School will provide students with the opportunity for College Readiness through the implementation of the AVID program's rigorous curriculum.

Evaluation Data Sources: Increase participation in AVID

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: AVID Coordinator will attend the AVID Institute Region One workshops and AVID showcases. **Strategy's Expected Result/Impact:** Increase participation in AVID **Staff Responsible for Monitoring:** Camus Administration Secretary AVID Coordinator	0%	50%	75%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide awards and incentives to students participating in AVID. **Strategy's Expected Result/Impact:** Increase participation in AVID **Staff Responsible for Monitoring:** Camus Administration Secretary AVID Coordinator	0%	20%	60%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Pay AVID Coordinator's stipend at the end of the school year. **Strategy's Expected Result/Impact:** Extra Pay **Staff Responsible for Monitoring:** Camus Administration Secretary AVID Coordinator	0%	0%	0%	→

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

Goal 2: Veterans Middle 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 10: Physical Education: Veterans Middle School will require the Fitnessgram physical fitness assessment be administered to 90% of all students enrolled in PE or course substituting for PE such as athletics, band, and ROTC unless a student qualifies for a valid exemption as per Fitnessgram testing policies.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Students will perform daily physical activities to improve their health and fitness, enabling them to meet the Texas Fitness Standards. **Strategy's Expected Result/Impact:** Increase in number of students meeting Texas Fitness Standards. **Staff Responsible for Monitoring:** Campus Administration Physical Education Staff/Coaches Athletic Coordinator	0%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Instructional resources and equipment will be provided to implement Health and Physical Education TEKS as well as to meet the Texas Fitness Standards. **Strategy's Expected Result/Impact:** Increase in number of students meeting Texas Fitness Standards. **Staff Responsible for Monitoring:** Campus Administration Physical Education Staff/Coaches Athletic Coordinator	0%	50%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Physical Education teachers/coaches will attend various staff development trainings through Donna ISD, Region One, TAHPERD, C-Summit, and The It's Time School Summit. **Strategy's Expected Result/Impact:** Physical Education teachers/coaches will implement what was learned at PD sessions and trainings thus increasing the number of students meeting Texas Fitness Standards. **Staff Responsible for Monitoring:** Campus Administration Physical Education Staff/Coaches Athletic Coordinator	0%	50%	80%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Form/maintain through multiple yearly meetings, a SHAC (Student Health Advisory Committee) which will periodically review various data sources such as Fitness Gram data, academic performance, and attendance to set campus-wide fitness and wellness goals and make recommendations for campus PE/Health instruction and nutrition. **Strategy's Expected Result/Impact:** Increase the number of students meeting Texas Fitness Standards **Staff Responsible for Monitoring:** Campus Administration Physical Education Staff/Coaches Athletic Coordinator	0%	50%	75%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: All physical education students will be recognized throughout the school year. Students will be provided with incentives/awards for the school year such as snacks, T-shirts, movie, award, celebrations. **Strategy's Expected Result/Impact:** Increase number of students participating in physical education. **Staff Responsible for Monitoring:** Campus Administration Physical Education Staff/Coaches Athletic Coordinator	0%	50%	80%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: The Cheerleading Club will purchase uniforms, accessories, and pay for entry fee to cheer camp, competitions, parades, as well as fundraise. Cheerleaders will attend cheer camp at Veterans Middle School in the summer. The cheerleading club will provide awards and incentives for cheerleaders during the school year to promote a positive culture. **Strategy's Expected Result/Impact:** Increase number of students participating in cheer. **Staff Responsible for Monitoring:** Campus Administration Cheer Sponsor Secretary	0%	50%	75%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Students will perform daily physical activities to improve their health and fitness, enabling them to meet the Texas Fitness Standards. **Strategy's Expected Result/Impact:** Increase number of students meeting Texas Fitness Standards. **Staff Responsible for Monitoring:** Campus Administration Physical Education Staff/Coaches Athletic Coordinator	0%	50%	85%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Veterans Middle 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 11: Migrant: 50% of Veterans Middle School migratory students will improve their score by 5% on curriculum-based reading and math assessments.

Evaluation Data Sources: Interim Assessments
Benchmark Data
Bundle Data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Veterans MS will determine individual needs for instructional and support services that will: Identify available resources and make referrals to address said needs such as attendance coordinating with the entities to ensure that the child has access to the appropriate services and following up and documenting progress. **Strategy's Expected Result/Impact:** All migrant students will have resources available to them ensuring their success. **Staff Responsible for Monitoring:** Migrant strategist, migrant lab teacher, campus administrators, campus counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Migrant (212)	10%	50%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Veterans MS will coordinate with available programs to ensure that migrant students are accessing opportunities to make-up coursework which is lacking due to late arrival and/or early withdrawal. **Strategy's Expected Result/Impact:** Provide an opportunity for migrant students to make up missing assignments. **Staff Responsible for Monitoring:** Migrant strategist, migrant lab teacher, campus administrators, campus counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Migrant (212)	0%	50%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Veterans MS will provide coordination of homework assistance tools-collaborating with existing programs and organizations to facilitate student access to resources and providing students and parents with information on how to access homework assistance tools. **Strategy's Expected Result/Impact:** Completion of homework assignments leading to passing grades. **Staff Responsible for Monitoring:** Migrant strategist, migrant lab teacher, campus administrators, campus counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Migrant (212)	50%	50%	70%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Veterans MS will coordinate with the Texas Migrant Interstate Program/TMIP during the summer months in order to serve students from Texas who may attend out of state summer migrant programs. **Strategy's Expected Result/Impact:** Ensure identified migrant students are placed in the proper courses and grade level. **Staff Responsible for Monitoring:** Migrant strategist, migrant director, NGS clerks, TMPI staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Migrant (212)	0%	50%	80%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Veterans MS will offer supplemental instruction to Priority for Service and regular migrant students in the core content areas (RLA and Math) and STAAR remediation by a Migrant Lab teacher. **Strategy's Expected Result/Impact:** Improvement in reading and math **Staff Responsible for Monitoring:** Migrant strategist, migrant lab teacher, campus administrators, campus migrant staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Migrant (212)	50%	70%	80%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Veterans MS will provide school supplies to regular and PFS migrant students and coordinate with other funding sources to provide clothing when necessary. **Strategy's Expected Result/Impact:** Academic success **Staff Responsible for Monitoring:** Migrant strategist, migrant lab teacher, campus migrant staff, campus administrators, campus counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Migrant (212)	50%	75%	80%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Veterans MS will prioritize educational and support services for targeted PFS students first before regular migrant students by: Tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas. **Strategy's Expected Result/Impact:** Academic success **Staff Responsible for Monitoring:** Migrant strategist, migrant lab teacher, campus administrators, campus counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Migrant (212)	30%	50%	80%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Veterans MS will provide transportation for migrant students to participate in college/university visits. **Strategy's Expected Result/Impact:** Increase awareness of post-secondary education. **Staff Responsible for Monitoring:** Migrant strategist, migrant lab teacher, campus administrators, campus counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Connect high school to career and college **Funding Sources:** - Migrant (212)	0%	0%	80%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Veterans MS will provide information to school staff to increase their awareness of migrant middle school students' need for academic and non-academic concerns. **Strategy's Expected Result/Impact:** Improve student academic and non-academic success. **Staff Responsible for Monitoring:** Migrant Strategist, campus migrant staff, campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Migrant (212)	20%	50%	70%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Veterans MS will provide monies to migrant campus staff for purchases of new equipment, office supplies, office furniture, ink for printers or other technology devices that are outdated or inoperable. **Strategy's Expected Result/Impact:** Efficient work performance **Staff Responsible for Monitoring:** Migrant Strategist, campus migrant staff, campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Migrant (212)	0%	50%	80%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Veterans MS will reimburse all MEP staff for travel and/or mileage for any and all required MEP related activities. **Strategy's Expected Result/Impact:** Meet the goals of the migrant program. **Staff Responsible for Monitoring:** Migrant Strategist, campus migrant staff, campus administration **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Migrant (212)	10%	50%	55%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Veterans MS will provide ongoing professional development and opportunities for migrant staff to attend MEP conferences and other related conferences. **Strategy's Expected Result/Impact:** Migrant staff will be kept up to date on any and all migrant related policies and procedures. **Staff Responsible for Monitoring:** Migrant Strategist, campus migrant staff, campus administration **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Migrant (212)	20%	35%	75%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Veterans MS will monitor and analyze student data reports to determine student's progress and to redirect instructional program if needed for student achievement. **Strategy's Expected Result/Impact:** Student's academic success **Staff Responsible for Monitoring:** Migrant Strategist, campus migrant staff, campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - Migrant (212)	30%	50%	75%	→

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

Goal 3: Veterans Middle 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

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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 43%

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

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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: CTE: The District will 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

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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 exams will increase from 25% to 28%. The percentage of students taking ACT/SAT tests will increase from 44% to 46%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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: Special Education: Increase the number of graduates with completed IEP & Workforce Readiness from 0% to 50%.

Evaluation Data Sources: completed IEPs, PEIMS coding, student transcripts, student schedules

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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: Bilingual/ESL Education: Increase by 5% points the number of students participating in the ESL Program graduate CCMR complete.

Evaluation Data Sources: TSI Data, ACT/SAT Data, TAPR, Certificate Data

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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 7: The core content areas will provide support for the creation of new AP and other advanced courses in order to ensure student access and completion of those courses.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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 8: Integrate Technology TEKS across the curriculum to improve academic achievement of students

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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 9: Provide Training, Resources, and opportunities for the integration of technology across the curriculum as well as strategies to assist teachers teaching during a pandemic.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Veterans Middle School will work with Ed Connective to train and support teachers teaching during a pandemic. **Strategy's Expected Result/Impact:** 98% of teachers will be trained. **Staff Responsible for Monitoring:** Campus Administration Campus Secretary	0%	75%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Veterans Middle School will pay teachers for attending workshops on Saturdays. **Strategy's Expected Result/Impact:** Increase in teacher participation in Saturday trainings. **Staff Responsible for Monitoring:** Campus Administration Secretary	0%	50%	70%	

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Veterans Middle 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 10: Ensure the achievement of students' technology proficiency according to the benchmarks for technology applications TEKS for grades 2, 5, 8, and High School.

Evaluation Data Sources: Budget: $4,200.00

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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 11: Provide equitable technology support for all classrooms, labs, and Instructional Learning Centers in the district.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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 12: Integrate Technology and Instruction

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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 13: Provide strategic interventions for students through the use of technology.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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 14: Ensure access to technology resources beyond regular school hours

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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 15: Use student performance data and online curriculum units in instructional planning

Evaluation Data Sources: Teaching and Learning

Summative Evaluation: Significant progress made toward meeting Objective

Goal 3: Veterans Middle 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 16: Use distance/online learning and digital content sources for expanding curricular offerings and meeting the needs of students

Evaluation Data Sources: Online courses

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Veterans Middle 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: Business and Finance: Veterans Middle School will ensure fiscal responsibility by reviewing campus budget, accounts, and spending.

Evaluation Data Sources: Campus Budget
CIP

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Veterans Middle 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: Federal Programs-Veterans Middle School will ensure that 90% of the federal budget will be spent.

Evaluation Data Sources: ESSA Application and Compliance Reports
Campus Budget

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Veterans Middle 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: Human Resources: Veterans Middle School will maintain 100% highly qualified status for the staffing requirements of the ESSA.

Evaluation Data Sources: Personnel Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide staff with incentives and awards during the school year and at the end of the school year during teacher appreciation week. Provide staff with breakfast and/or lunch during teacher appreciation days. Provide staff with shirts, jackets, and tokens of appreciation with school logo on them to show appreciation and retain teachers. **Strategy's Expected Result/Impact:** Increase the number of teachers returning. **Staff Responsible for Monitoring:** Campus Administration Secretary	0%	30%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Veterans Middle 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 4: Testing & Evaluation Department: Veterans Middle School will ensure that all 6th-8th grade students are tested with the required state assessments. The campus testing coordinator will ensure that 100% of the Campus Test Administrators, Principals, and other staff involved with testing receive appropriate training yearly.

Evaluation Data Sources: Sign-in Sheets
Oaths

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Purchase items needed for the campus testing coordinator such as shredder, testing bins, colored paper, color overlays, etc. to be used in preparation for district/state testing. **Strategy's Expected Result/Impact:** Reduce the number of irregularities due to planning. **Staff Responsible for Monitoring:** Campus Administration Campus Testing Coordinator Secretary	0%	45%	50%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Veterans Middle 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 5: Expenditures: Veterans Middle School will use 100% of all allocated funds in Comprehensive Needs Assessment to meet the needs of the campus.

Evaluation Data Sources: Campus Budget
Comprehensive Needs Assessment

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Veterans Middle 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 6: Warehouse/Fixed Assets/Textbooks - Veterans Middle School will enter requisitions and expect to receive orders requested in a timely manner as per identified needs.

Evaluation Data Sources: Budget
Receiving Tickets

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Veterans Middle 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 7: Custodial Department will ensure to maintain the building, its premises and the facilities within, keeping them safe and clean.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Supplemental materials are needed to upgrade the campus and the entire educational program. Items are also needed to maintain safety. Campus will be purchasing items to maintain the facility from Home Depot, Hobby Lobby, Matt's Cash & Carry, Mcoy's, Walmart, etc. **Strategy's Expected Result/Impact:** Beautification of the campus will ensure a positive learning enviroment. **Staff Responsible for Monitoring:** Campus administration, secretary, custodians	0%	40%	65%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Purchase sanitary/disinfecting wipes, sanitizing spray, etc. to ensure the campus remains clean and disinfected. **Strategy's Expected Result/Impact:** Maintain clean facilities. **Staff Responsible for Monitoring:** Campus Administration Secretary Head Custodian	0%	75%	85%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Veterans MS will promote a safe and secure environment on the campus by the use and purchase of PPE (Personal Protective Equipment) gear/supplies for campus faculty, staff and students. **Strategy's Expected Result/Impact:** Minimize exposure to hazards that cause serious workplace injuries and illnesses. **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - ESSER I (266) - $4,000	0%	60%	80%	→

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

Goal 4: Veterans Middle 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 8: Maintenance: Veterans Middle School will provide students, staff and visitors with a safe and comfortable learning environment by maintaining well kept facilities.

Evaluation Data Sources: Sign in sheet by maintenance workers

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Maintenance department will put up letters displaying different locations outside and inside the campus/building such as: Band Hall, Gym, Cafeteria, etc. The campus will purchase letters needed to identify rooms on campus. **Strategy's Expected Result/Impact:** Promote a positive and safe learning environment. **Staff Responsible for Monitoring:** Campus Administration Secretary Maintenance Director	0%	0%	90%	→

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

Goal 4: Veterans Middle 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 9: Replace equipment and supplies as needed for campuses and departments.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Veterans Middle 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 10: Bilingual/ESL: Veterans Middle School will have 100% of teachers assigned to bilingual or ESL program appropriately certified for assignment.

Targeted or ESF High Priority

Evaluation Data Sources: SBEC Certification Look-Up, TEAMS query

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Veterans Middle 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 11: Provide campus personnel with the preparation and professional development needed to demonstrate proficiency in using technologies effectively

Evaluation Data Sources: Educator preparation and development

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Veterans Middle 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 12: Provide professional development for integrating technology into teaching and learning and administration utilizing standards set by the State Board of Educators Certification.

Evaluation Data Sources: Educator preparation and development

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: Veterans Middle 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 13: Provide opportunities for educators to develop model practices in the integration of technology instruction.

Evaluation Data Sources: Educator preparation and development

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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: Risk Management: Veterans Middle School will ensure that a Campus 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
Campus EOP Binder

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Front office will be supplied with First Aid Kit for teachers, staff and students to use as needed to ensure staff and student safety and preparedness. Campus may need to purchase refills for items needed in the first aid kit. **Strategy's Expected Result/Impact:** Keep the campus equipped with materials needed in the event of a minor accident. **Staff Responsible for Monitoring:** Campus Administration Secretary	0%	35%	60%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Veterans Middle 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: Police Department: Veterans Middle School will decrease the number of criminal cases by 10% each year. This will be done by police, K-9 and security visibility and proximity to students at the campus.

Evaluation Data Sources: PEIMS Discipline Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Instructional materials will be purchased to upgrade the campus police department. **Strategy's Expected Result/Impact:** Increase in student safety. **Staff Responsible for Monitoring:** Campus Administration Campus police officer Secretary	0%	10%	50%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campus police officer will be attending the 2022 Texas School Safety Conference in order to be kept abreast of current police training. **Strategy's Expected Result/Impact:** Increase student saftety. **Staff Responsible for Monitoring:** Campus Administration DISD Police Secretary **Funding Sources:** 199.13.6411.00.046.999.0.00 - Local (199) - 6411 - $1,000	0%	0%	30%	→

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

Goal 5: Veterans Middle 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: Insurance: Veterans Middle School will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Evaluation Data Sources: Insurance policies to employees and students.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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: Nursing/Health Services: Veterans Middle School will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

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

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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: Nutrition/Food Services: Veterans Middle School will provide nutritional meals to 100% of all 6-8th grade students to support academic success.

Targeted or ESF High Priority

Evaluation Data Sources: Meals served, checking campus cafeteria for safety & compliance of all meals prepared and served.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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: Student Support Services: Veterans Middle School will ensure our Middle School students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Evaluation Data Sources: LPC reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Veterans Middle School will provide clothing assistance to parents in need of school uniforms due to lack of monetary funds. **Strategy's Expected Result/Impact:** Ensure students in need of school uniforms are granted resources needed to comply with campus/district dress code. **Staff Responsible for Monitoring:** Campus Administration Counselors	0%	25%	50%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Veterans Middle 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 7: Transportation department : Veterans Middle School will work with campus bus drivers that will transport students each morning on time. With a goal of all students arriving 15 minutes prior to the start of instructional day, in order to serve breakfast.

Evaluation Data Sources: Monitoring times busses arrive and depart the campus.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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 8: Fine Arts: Veterans Middle School will assist teachers and students to achieve the highest level of excellence in all interscholastic competitions.

Evaluation Data Sources: Professional development, Inventory reports, Lesson plans, Evaluation reports, Competition results, PEIMS enrollment reports, PEIMS endorsement reports.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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 9: Drop Out Prevention: Veterans Middle School will increase the attendance rate from 95.1 to 95.6 for all students.

Evaluation Data Sources: TAPR report/PBMAS

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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 10: Physical Education: Veterans Middle School will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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 11: Advanced Academics: Veterans Middle School will ensure that 97% of all Gifted/Talented and students enrolled in an advanced course will meet the state standards on all areas of STAAR/EOC.

Evaluation Data Sources: STAAR/EOC data reports

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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 12: Technology: Students 6-8th grade will learn about digital citizenship and cyberbullying using online curriculum.

Evaluation Data Sources: Learning.com Reports and Usage

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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 13: Bilingual/ESL: Veterans Middle School will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Evaluation Data Sources: TELPAS reports

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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 14: Migrant: 50% of 6th-8th migratory students will improve their score by 5% on curriculum-based reading and math assessments.

Evaluation Data Sources: RDA & STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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 15: Special Education: Veterans Middle School will improve its overall academic rating in the area of reading in 2020-2021 Texas Education Agency Results Driven Accountability, by one performance level indicator.

Evaluation Data Sources: RDA & STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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 16: Academics: Increase opportunities for students to participate in and out of district academic enrichment programs.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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 17: Veterans Middle School will increase the safety measures at the campus by upgrading the locking mechanisms for classroom doors and upgrading security measures at the entry points of campuses.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Veterans Middle 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 18: Academic Support: Veterans Middle School will implement and monitor Positive Behavior and Intervention Supports (PBIS) throughout the school year to decrease student discipline by 5%.

Evaluation Data Sources: Discipline referrals
Campus counseling student progress monitoring
LPC student progress monitoring
LSSP student progress monitoring

Summative Evaluation: Significant progress made toward meeting Objective

Goal 6: Veterans Middle 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: CLPAC: Veterans Middle School will maintain the required members in the Campus Level Planning and Advisory Committee to oversee campus decisions, plans, and improvement activities at least 4 times per year.

Evaluation Data Sources: CLPAC meeting sign ins and agendas

Summative Evaluation: Significant progress made toward meeting Objective

Goal 6: Veterans Middle 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: Parental and Family Engagement Department: Veterans Middle 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/campus meetings.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Instructional materials will be purchased and provided to upgrade the parental involvement program at the campus. **Strategy's Expected Result/Impact:** Increase in parent volunteers **Staff Responsible for Monitoring:** Campus Administration Parental Involvement Director Parental Involvement Educator Secretary	0%	20%	45%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: Veterans Middle 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: Parents and community members will be able to access educational services and information through available technology resources

Evaluation Data Sources: Parental Involvement

Summative Evaluation: Significant progress made toward meeting Objective

Goal 6: Veterans Middle 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 4: Solicit community input in the planning of technology integration

Evaluation Data Sources: Educator Preparation and Development

Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Veterans Middle School will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 1: Design, install and maintain a technology and telecommunications for communications and services that ensures equitable access for all campus stakeholders and the community.

Evaluation Data Sources: Technology Infrastructure

Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Veterans Middle School will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 2: Build Support for Internet Access through collaborative planning, education or other means.

Evaluation Data Sources: Technology Infrastructure

Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Veterans Middle School will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 3: Strive to achieve and maintain a personal computing device ration of 1:1 for both students and professional educators.

Evaluation Data Sources: Technology Devices

Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Veterans Middle School will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 4: Provide access to appropriately configured technology for all students and staff including students and staff with disabilities.

Evaluation Data Sources: ADA Technology Devices/equipment

Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Veterans Middle School will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 5: Upgrade and maintain a high speed, high capacity statewide telecommunications network.

Evaluation Data Sources: Technology Infrastructure

Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Veterans Middle School will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 6: Maintain policy to ensure maximum efficiency and use of technology for all students and faculty.

Evaluation Data Sources: Technology Infrastructure

Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Veterans Middle School will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 7: Provide and maintain communication with students, parents, and the community members to have access of school news, educational resources and data.

Evaluation Data Sources: Telecommunications

Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Veterans Middle School will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 8: Provide access to digital instructional tools that meet interoperability and data accessibility standards for instruction.

Evaluation Data Sources: Instructional Technology

Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Veterans Middle School will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 9: Purchase technologies software and hardware to audit, secure and monitor network services and equipment.

Evaluation Data Sources: Technology Insfrastructure

Summative Evaluation: Significant progress made toward meeting Objective

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$12,515.00
				+/- Difference	$12,515.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5		11.6399	$8,000.00
5	2	2	199.13.6411.00.046.999.0.00	6411	$1,000.00
				Sub-Total	$9,000.00
				Budgeted Fund Source Amount	$118,472.00
				+/- Difference	$109,472.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$33,000.00
1	2	5		11.6399	$6,000.00
1	3	4			$5,000.00
2	1	3		11.6399	$487.20
				Sub-Total	$44,487.20
				Budgeted Fund Source Amount	$20,496.00
				+/- Difference	-$23,991.20

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	11	1			$0.00
2	11	2			$0.00
2	11	3			$0.00
2	11	4			$0.00
2	11	5			$0.00

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	11	6			$0.00
2	11	7			$0.00
2	11	8			$0.00
2	11	9			$0.00
2	11	10			$0.00
2	11	11			$0.00
2	11	12			$0.00
2	11	13			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$20,000.00
				+/- Difference	$20,000.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5		13.6399	$5,000.00
2	1	4		23.6239	$1,386.00
2	1	10		23.6411	$1,562.75
				Sub-Total	$7,948.75
				Budgeted Fund Source Amount	$14,096.00
				+/- Difference	$6,147.25

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5		11.6399	$10,000.00
				Sub-Total	$10,000.00
				Budgeted Fund Source Amount	$16,640.00
				+/- Difference	$6,640.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5		11.6399	$10,000.00
2	1	4		11.6411.00.046.11.0.00	$5,000.00
2	8	8		31.6499	$1,243.11

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$16,243.11
				Budgeted Fund Source Amount	$14,096.00
				+/- Difference	-$2,147.11

ESSER I (266)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	7	3			$4,000.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$20,000.00
				+/- Difference	$16,000.00
				Grand Total Budgeted	$236,315.00
				Grand Total Spent	$91,679.06
				+/- Difference	$144,635.94

Donna Independent School District

D.M. Sauceda Middle School

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

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

Core Beliefs

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to:

- Provide a vertically aligned rigorous curriculum (PK-16).
- Provide well-planned student-centered instruction that focuses on project-based learning with real world connections.
- Provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills.

2. We believe that educators have the most powerful impact on student achievement. As a result, we are determined to:

- Attract and retain highly qualified staff.
- Provide ongoing targeted staff development.
- Provide the most current research-based and state of the art instructional resources.

3. We believe that educational equity and excellence will eliminate the achievement gap. As a result, we are determined to:

- Provide opportunities for every student to learn in a manner that is consistent with his/her learning style.
- Afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum.
- Provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources.

4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment. As a result, we are determined to:

- Enforce the policies of the Donna Independent School District's adopted Student Code of Conduct.

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

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

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

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

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

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary:

As a campus we are overrepresented in our ELL population and in our At Risk population due to the nature of our socio-economic and mobility rates in our district. ELL students exiting from the program has been a slow progression. The mass majority of our student populations come from rural neighborhoods.

Enrollment numbers indicate a decrease in our number of students of 762

- Breakdown by ethnicity, gender, or other category:
  - ELL: 493 students = 64%
  - Special Education: 100 students= 13%
  - Ethnicity: 762 Hispanic / 0 White = 100% Hispanic
  - Gender: 331Females/ 431? Males = 46.5%females/ 53.5% Male
  - At-Risk: 696 students= 91%
  - Gifted and Talented: 38 = 5%
  - Migrant: 41 students= 5.4%

Our 6th grade cohort decreased from last year because students attended charter campus in the area.

Population is as follows: 100% Hispanic

Dora M. Sauceda Middle School services 5 rural neighborhoods all of which are located on or around North Tower Road, North Val Verde Road, Border Road, Sioux Road and Minnesota Road.

Our At Risk population of students in our campus is composed of 696 (91%) Our students are labeled At Risk for the following reasons:

Category 1 ? SS1 ?	Student Success Initiative- label for student in 9th grade that were in our campus (STAAR for last year's 8th grader) ?
Category 2 ?	At-Risk code for student in 7th & 8th who did not maintain an average equivalent to 70 on a scale of 100 in 2 or more subjects: last year or this year ?
Category 3 ?	Was not advanced from one grade level to the next for one or more school years ?

Category 1 ? SS1 ?	Student Success Initiative- label for student in 9th grade that were in our campus (STAAR for last year's 8th grader) ?
Category 4 ?	Did not perform Satisfactory on an assessment instrument administered to the student and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 100% of the level of satisfactory performance on that instrument (STAAR s scores had been used) ?
Category 5 ?	IS pregnant or is a parent ?
Category 6 ?	Has been placed in an alternative education-program during the preceding or current school year ?
Category 7 ?	Has been expelled during the preceding or current school year ?
Category 8 ?	Is currently on parole, probation, deferred prosecution, or other conditional release ?
Category 9 ?	Was previously reported through the PEIMS to have dropped out of school ?
Category 10 ?	Is a student of Limited English Proficiency ?
Category 11 ?	Is in the custody or care of the Dept. of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement officials ?
Category 12 ?	Is homeless ?
Category 13 ?	Resides in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home ?
Category 14 ?	Student has been incarcerated or has a parent/guardian who has been incarcerated within the lifetime of the student in a penal institution as defined by the penal code ?

Staff Demographics?:

- Staff Members: 98.5
- 1 Principal?
- 3 Administrators?
- 9.5 Support Staff?
- 51 Teachers?
- 7 Educational Aids?
- 1 drill instructor
- 1 Librarian?
- 2 Academic Counselors
- 1 LPC counselor
- 9 custodians
- 9 cafeteria
- 3 guards
- 1 police officer

Teacher Qualifications?:

Sauceda Middle School staff is highly qualified:?

51 Teachers hold a Bachelor's Degree?

13.5 Teachers hold a Master's Degree?

2 are transfer teachers to Sauceda?

21.0 teachers have 1-5 years of experience ?

18.4 teachers have 6-10 years of experience?

7 teachers have 11-20 years of experience?

5 teachers have over 20 years of experience

Staff Demographics?:

6th Grade Teachers?

- Number of students 265?
- Number of teachers 17?
- Student/Teacher ratio 16:1?
- 1 Teacher Assistant?
- 14 female teachers?
- 3 male teachers?
- 1 female teacher assistant

7th Grade Teachers?

- Number of students 270?
- Number of teachers 17?
- Student/Teacher ratio 16:1?
- 1 Teacher Assistants?
- 13 female teachers?
- 4 male teachers?

- 1 female teacher assistant

8th Grade Teachers?

- Number of students 293 ?
- Number of teachers 17?
- Student/Teacher ratio 17:1?

- 1 Teacher Assistants?
- 12 female teachers?
- 5 male teachers?
- 1 female teacher assistant?

Elective Teachers?

- There are 23 elective teachers?
- 10 female?
- 13 male?

Life Skills?

- 2 female teacher ?
- 2 male teacher assistants?
- 2 female teacher assistants

Student Teacher Rations for the past three years have gone up slightly.?

Students per Teacher?	
2017-18?	10.6?
2018-19?	11?
2019-20?	12.4?

- Performance on the Benchmark tests for Reading and Math have remained close each of the past three years.?

Average Benchmark Scores All Subjects All Grades?	
2017-18?	54.2?
2018-19?	56.2?
2019-20?	56.2?

- The Student/Teacher ratio has gone up slightly, but the student performance has stayed very close. ?
- **In conclusion, there is not enough variance in the quantitative data to show any definitive answer to how the student/teacher ratio affects performance.**

Demographics Strengths

Special program services include: Gifted and Talented, Advanced, Pre-AP, Special Education, Guided Reading, ESL, AVID, and Migrant. All programs continue to show

student progression as per assessment data

- After school tutorials for students needing extra help. The structure of tutorials made it possible to target specific groups of students, based on their needs with given objectives.
- ACE Program to help students with homework, and serves as tutorial time.
- Sports as a way to keep students focused: academics and discipline
- ELA teachers have an ESL co-teacher in the classroom.
- ESL teacher serves ESL and ELD 6th grade students
- 58% of students are Limited English Proficiency and 100% are being serviced
- Academic interventions (Reading, Math, Social Studies, and Science) have been very effective as a result of our teacher-to-student ratios.
- Writing and Reading allowed for effective and individualized instruction through intervention groups for 8th grade students.

Student Learning

Student Learning Summary

Student Academic Achievement

How is student achievement data disaggregated?

Data disaggregation refers to the breaking down of student data into smaller groupings, often based on characteristics such as grade level, subject, department, population (Sped, ELL, Econ. Disadvantaged), and faculty meeting data.

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

In some areas, the team can access existing data. For example, they will be able to gather quantitative data such as student achievement results, reports, and demographic statistics from community-based or other organizations. The three data sources we use for student achievement are Eduphoria, the Texas Academic Performance Report (TAPR), and the School Report Card (SRC). Although they are all very useful, they provide us with different types of information. Eduphoria provides data based solely on the teacher's own students, whereas TAPR and SRC provide campus wide data by grade level, subject, and subpopulations. Also, Eduphoria provides us with continuous data throughout the year with Bundle, Comprehensive, and Benchmark Exam scores. TAPR and SRC only provide data based on STAAR results, but both can be used to monitor progress from one year to the next.

In the year 2018-19 Sauceda Middle School's overall accountability rating was a 73/C for acceptable performance by serving many students well but needs to provide additional academic support to many more students. Sauceda Middle School's state accountability ratings are based on three domains: Student Achievement 70/C, School Progress 81/B, and Closing the Gaps 53/F. Sauceda Middle School earned a distinction designation for Science.

Based on the TEA 2018-19 School Report Card, Economically Disadvantaged students made up 97.3% of Sauceda Middle School's enrollment compared to 60.6% at the state level. The ED population showed small progress in Reading, Writing, and Science; held steady in Mathematics; but went down in Social Studies. Special Education made up 10.5% of student enrollment compared to 9.6% for the state. Sped population performance went down in Reading, Mathematics, and Writing with a large drop in Science and Social Studies. English Learners comprise 63.8% of the school's population compared to 19.5% for the state. EL student performance made small increases in Reading and Mathematics, larger increases in Writing and Social Studies, and a drop in Social Studies.

All subject areas need to follow a detailed strategy to elicit continued growth in student achievement. Sauceda Middle School has set a goal for students to achieve Meets and Masters level on STAAR. According to the School Report Card, Sauceda Middle School remained at 69% for approaches, went down in Meets from 35% to 33%, and remained unchanged in Masters at 12%. The percent of students achieving Meets and Masters at Sauceda Middle School is significantly behind the state at 50% and 24%, respectively. This level of underachievement is a large reason for the campus receiving an F rating in Closing the Gaps.

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

2019 STAAR Reading, Grade 6

??	May 2019 STAAR Reading, Grade 6?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	212?	37.74%?	8.49%?	0.47%?
?? Economic Disadvantage?	206?	37.38%?	7.77%?	0.49%?
?? Hispanic?	212?	37.74%?	8.49%?	0.47%?
?? Female?	98?	41.84%?	10.20%?	1.02%?
?? Male?	114?	34.21%?	7.02%?	0%?
?? LEP?	149?	27.52%?	3.36%?	0%?
?? Second Year of Monitoring?	5?	80%?	0%?	0%?
?? Special Ed Indicator?	30?	6.67%?	0%?	0%?

For 6th grade reading the data shows?a?decrease?in socioeconomic and ethnicity but in gender a?significantly?higher percentage of female students are?passing than male students.?Females have a higher percentage of?Approaches?and?Meets?performance.?The greater area of change is found in students who are LEP, Second Year Monitoring and Special Ed. LEP students are at?a?higher achievement rate than Special?Ed?but Second Year Monitoring students have the greatest percentage of achievement.?

2019 STAAR Mathematics, Grade 6

??	May 2019 STAAR Mathematics, Grade 6?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	219?	81.28%?	36.07%?	6.39%?
?? Economic Disadvantage?	212?	80.66%?	35.38%?	6.13%?
?? Hispanic?	219?	81.28%?	36.07%?	6.39%?
?? Female?	100?	79%?	35%?	6%?
?? Male?	119?	83.19%?	36.97%?	6.72%?
?? LEP?	150?	82%?	32.67%?	3.33%?
?? Second Year of Monitoring?	5?	60%?	40%?	20%?
?? Special Ed Indicator?	30?	73.33%?	13.33%?	3.33%?

Within the?2019 for 6th?grade Mathematics, the data?demonstrates?changes between socioeconomic, gender and ethnicity. The greater area of change is found?in the Special Education population in the Meets category with 13.33% lower than the other?categories analyzed.?As we compare the 6th?grade STAAR Math data for the 2018 and 2019 academic years there is a noticeable decrease on the?Second Year Monitoring Masters category by 46.67%. The overall performance of Sauceda Middle?School shows a shrinkage on the meets and masters categories.?

2019 STAAR Reading, Grade 7

??	May 2019 STAAR Reading, Grade 7?			
	Total Students?	**Approaches?**	**Meets?**	**Masters?**
Sauceda Middle School?	281?	66.55%?	30.96%?	15.30%?
?? Economic Disadvantage?	268?	65.67%?	28.73%?	14.18%?
?? Hispanic?	281?	66.55%?	30.96%?	15.30%?
?? Female?	132?	73.48%?	32.58%?	18.18%?
?? Male?	149?	60.40%?	29.53%?	12.75%?
?? LEP?	174?	56.32%?	16.67%?	5.17%?
?? Second Year of Monitoring?	3?	100%?	100%?	33.33%?
?? Special Ed Indicator?	27?	18.52%?	0%?	0%?

The 2019 7th?Reading STAAR data demonstrates slight changes within all populations. The greatest area of change was indicated in the ethnicity population with 30% meets. Comparing the 2018 to the 2019 7th grade Reading STAAR, the Special Ed population decreased in all State categories. The overall performance at Sauceda Middle School shows an increase in all three State Categories: approaches, meets, and masters.

2019 STAAR Mathematics, Grade 7

??	May 2019 STAAR Mathematics, Grade 7?			
	Total Students?	**Approaches?**	**Meets?**	**Masters?**
Sauceda Middle School?	258?	69.77%?	27.13%?	6.59%?
?? Economic Disadvantage?	246?	69.51%?	27.24%?	6.50%?
?? Hispanic?	258?	69.77%?	27.13%?	6.59%?
?? Female?	120?	68.33%?	25.83%?	5%?

??	May 2019 STAAR Mathematics, Grade 7?			
	Total Students?	Approaches?	Meets?	Masters?
?? Male?	138?	71.01%?	28.26%?	7.97%?
?? LEP?	171?	63.16%?	17.54%?	1.75%?
?? Second Year of?Monitoring?	3?	100%?	66.67%?	33.33%?
?? Special Ed Indicator?	27?	66.67%?	3.70%?	0%?

When comparing within the 2019 school year,?with?the?Limited English Proficient subpopulation?being about 61% of our campus demographics, LEP scored 6.61% percent lower than Sauceda campus?within?the 7th?grade mathematics. Although the Special Education program is?only 11% but none the less, the program scored higher than the LEP population, but still lower than Sauceda?campus?by 3.1%.

2019 STAAR Writing, Grade 7

??	May 2019 STAAR Writing, Grade 7?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda?Middle School?	253?	60.47%?	26.88%?	7.51%?
?? Economic Disadvantage?	244?	60.25%?	25.82%?	7.38%?
?? Hispanic?	253?	60.47%?	26.88%?	7.51%?
?? Female?	120?	71.67%?	33.33%?	10%?
?? Male?	133?	50.38%?	21.05%?	5.26%?
?? LEP?	169?	49.70%?	16.57%?	1.18%?
?? Second Year of Monitoring?	2?	100%?	50%?	0%?
?? Special Ed Indicator?	26?	11.54%?	0%?	0%?

The gap between female and male student achievement is quite large at all three levels with females outperforming their male classmates. Also, there are significant gaps between English Learners and the overall population at all three levels of achievement. Sped students are also far behind their classmates both for this year and the previous year.

2019 STAAR Reading, Grade 8

??	April 2019 STAAR Reading, Grade 8?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	270?	77.00%?	34.00%?	13.00%?
?? Economic Disadvantage?	261?	77.00%?	34.00%?	13.00%?
?? Hispanic?	269?	77.00%?	34.00%?	13.00%?
?? Female?	125?	85.60%?	40.80%?	18.40%?
?? Male?	145?	67.59%?	26.90%?	7.59%?
?? LEP?	162?	72.00%?	23.00%?	5.00%?
?? Special Ed Indicator?	12?	71.00%?	21.00%?	14%?

Year to year?there?continue?to be increases?for females across all three spectrums of approaches/meets/masters.?For our socioeconomic and LEP students?we see?slight changes from one year to the next?with the greatest change occurring with our?Sped students?who?experienced a large increase in achievement for approaches/masters from previous year. T he data show?an?increase in?female students?who are?passing than male students.?Another area of increase occurs within our Economic Disadvantage students?with a?higher achievement rate than LEP and Sped.?LEP students have a slight increase in achievement over Sped populations.?Overall, student achievement is very consistent with the previous year.

2019 STAAR Mathematics, Grade 8

??	April 2019 STAAR Mathematics, Grade 8?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	235?	93.00%?	48.00%?	6.00%?
?? Economic Disadvantage?	228?	93.00%?	49.00%?	5.00%?
?? Hispanic?	234?	93.00%?	48.00%?	6.00%?
?? Female?	108?	97.22%?	62.96%?	6.48%?
?? Male?	127?	88.98%?	33.86%?	3.15%?
?? LEP?	154?	91.00%?	44.00%?	3.00%?
?? Special Ed Indicator?	12?	79.00%?	21.00%?	14%?

For 8th grade Math the data shows?a slight?change?between?the LEP population,?socioeconomic and ethnicity.??Female students perform approximately 8% higher than male students.?The greater area of change is found in?the?Special Ed.?Population with?a 14% lower?achievement rate?than the total.? The Special Ed. Population, however, did have the?highest?achievement?rate?in the?Masters?category. There is a small increase in females outperforming males compared to the previous year.

2019 STAAR Science, Grade 8

??	May 2019 STAAR Science, Grade 8?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	265?	75.85%?	41.89%?	15.09%?
?? Economic Disadvantage?	256?	76.56%?	41.80%?	14.84%?
?? Hispanic?	264?	75.76%?	41.67%?	15.15%?
?? White?	1?	100%?	100%?	0%?
?? Female?	125?	80.80%?	44%?	17.60%?
?? Male?	140?	71.43%?	40%?	12.86%?
?? LEP?	157?	65.61%?	23.57%?	5.10%?
?? Second Year of Monitoring?	4?	100%?	100%?	75%?
?? Special Ed Indicator?	12?	33.33%?	8.33%?	8.33%?

Between 2018-2019 there was a slight growth in Approaches and a slight decline in Meets and Masters.?

Overall, approaches increased by 2.59% from the previous year. Overall, meets declined by 4.64% from the previous year. Overall, masters declined 6.44% from the previous year. F emale students are showing a higher level of mastery than all other populations across all three levels of achievement.

2019 STAAR Social Studies, Grade 8

?

??	May 2019 STAAR Social Studies, Grade 8?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	265?	48.30%?	18.87%?	9.81%?
?? Economic Disadvantage?	256?	47.66%?	18.75%?	9.77%?
?? Hispanic?	264?	48.11%?	18.94%?	9.85%?
?? White?	1?	100%?	0%?	0%?
?? Female?	126?	50.79%?	17.46%?	8.73%?
?? Male?	139?	46.04%?	20.14%?	10.79%?

??	May 2019 STAAR Social Studies, Grade 8?			
	Total Students?	Approaches?	Meets?	Masters?
?? LEP?	156?	32.05%?	7.69%?	4.49%?
?? Second Year of Monitoring?	4?	75%?	50%?	25%?
?? Special Ed Indicator?	12?	8.33%?	0%?	0%?

For 8th?grade Social?Studies?the?LEP students?are struggling a bit more?than?the overall population.?There is about a 16% difference between the two groups. The data also show that the student's economic status did not affect their performance as the difference was less than 1% when compared to students overall.?SPED students are also lagging behind with a 40% achievement gap.?There were decreases in all categories from 2018 to 2019 except in the LEP population.

2019 STAAR EOC, Algebra I

??	Spring 2019 STAAR EOC, Algebra I?			
	Total Students?	Approaches?	Meets?	Masters?
Sauceda Middle School?	51?	100%?	92.16%?	72.55%?
?? Economic Disadvantage?	49?	100%?	93.88%?	73.47%?
?? Hispanic?	51?	100%?	92.16%?	72.55%?
?? Female?	27?	100%?	88.89%?	66.67%?
?? Male?	24?	100%?	95.83%?	79.17%?
?? LEP?	10?	100%?	90%?	70%?

Algebra continues to show 100% of students at acceptable performance. In the higher Meets and Masters categories, males outperformed females in contrast to last year's results. The Economically Disadvantaged and English Learners groups both showed increases in Meets and Masters compared to the previous year.

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

Sauceda Middle School did not perform well in terms of growth. According to the 2018-19 School Report Card, Sauceda Middle School's Academic Growth Score for Reading and Mathematics combined went down significantly from 69 to 61 compared to the state level of 69. Reading went down from 65 to 61 compared to 68 for the state, and Mathematics went down from 73 to 61 compared to 70 for the state.

In terms of student achievement, 6th grade Reading went down 6% and was 27% below the state. 6th grade Mathematics increased 2% and exceeded the state by 1%. 7th grade Reading grew by 8% but was still 9% below the state. 7th grade Mathematics remained at 70% but was 5% below the state. 7th grade Writing increased 5% but was 9% below the state. 8th grade Reading held steady at 77% but was also 9% below the state. 8th grade Mathematics decreased by 1% but exceeded the state by 5%. 8th grade Science went up 3% but trailed the state by 4%. 8th grade Social Studies decreased by 8% and fell behind the state by 20%. And Algebra I EOC continued to perform at 100% satisfactory and exceeded the state by 15%.

Which students are making progress? Why?

English Learners overall are making incremental progress with an increase of 2% from the previous year. Economically Disadvantaged students do not achieve at a significantly different level than the overall population due to the ED group making up such a large majority of enrolled students. Sped students saw a significant decrease of 7% from the previous year.

In contrast to Eduphoria, the TAPR and SRC do not disaggregate achievement data by gender. In general, female students are outperforming male students in all three grade levels of Reading, 7th Writing, and 8th Mathematics. Male students slightly outperform female students in 6th and 7th math and Algebra. The data is split in 8th Social Studies.

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. This measurement is limited to Reading and Mathematics due to the continuity of testing in these subjects. Sauceda Middle School showed significant progress in Reading, going from 30% in 2018 to 39% in 2019 but still falling behind the state average of 41%. Mathematics saw a drop from 64% in 2018 to 57% in 2019, but the campus continued to outperform the state at 45%.

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

Intervention programs Sauceda Middle School provides include

- Ace
- Morning and afternoon tutorials
- Saturday reading and math camps
- Imagine Math
- I-Station
- Guided Reading elective course

- IXL.com writing program
- myON.com reading program
- Accelerated Reader
- Gear Up
- Migrant Lab elective course
- Peer tutoring

What does the longitudinal student achievement data indicate?

	2012	2013	2014	2015	2016	2017	2018	2019
6th Reading	45%	39%	61%	50%	46%	48%	47%	41%
6th Mathematics	52%	43%	76%	---	65%	75%	80%	82%
7th Reading	54%	48%	44%	51%	53%	60%	59%	67%
7th Mathematics	53%	45%	43%	---	57%	58%	70%	70%
7th Writing	46%	39%	47%	48%	55%	58%	56%	61%
8th Reading	55%	66%	67%	76%	76%	75%	77%	77%
8th Mathematics	58%	63%	78%	---	84%	87%	94%	93%
8th Science	54%	65%	56%	66%	75%	70%	74%	77%
8th Social Studies	47%	57%	41%	54%	67%	60%	57%	49%

Student Learning Strengths

Student Academic Achievement Strengths

1. Staff is willing to learn and implement different techniques and strategies to maximize student learning.
1. Data is thoroughly analyzed during planning for effective and targeted instruction, intervention, and tutorials.
1. Administration is collaborative and innovative in problem solving approaches.
1. Teachers collaborate in Professional Learning Communities for effective academic instruction in STAAR preparation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Problem Statements Identifying Student Academic Achievement Needs Problem Statement 1: Technology and computer programs need to be implemented more in the classroom and at home. **Root Cause:** Root Cause: Sauceda Middle School has a very high percentage of Economically Disadvantaged students who do not have sufficient technology or access to Internet at home. Sauceda Middle School and Donna ISD do not provide electronic devices to all students. Recommendation: All students should be provided with technology they can use on campus and at home, and teachers should continue to receive relevant professional development on implementing technology in the classroom.

Problem Statement 2: Problem Statement 2: Sauceda Middle School students continue to underperform and the Meets and Masters levels. **Root Cause:** Root Cause: Students may have learning gaps that go back several years. Recommendation: Scheduling should allow teachers to implement targeted, small-group intervention during the school day to close the gaps in achievement.

School Processes & Programs

School Processes & Programs Summary

Follow-up data and teacher performance provided to teachers:

- Teachers and administrators meet once a week during Professional Learning Communities (PLC's) to ensure all learners are successful. Teachers work cooperatively to create Plans of Action that target specific TEKS and Instructional Strategies. Instruction is constantly modified to ensure mastery of the TEKS.
- The district director, strategist and campus administrators meet after comprehensive Assessments and Benchmark Assessments to analyze data for effective targeted instruction, intervention and tutorials.
- The two data sources we use for student achievement are Eduphoria and the Texas Academic Performance Report (TAPR). Eduphoria provides data based solely on the teacher's own students, and provides us with continuous data throughout the year with bundle, comprehensive and benchmark exam scores. TAPR reports provide campus wide data from the STAAR Test per grade level, by subject, and subpopulations

Recruiting Highly Qualified and Effective Staff:

- Donna ISD has a staffing plan to ensure that all new teachers are highly qualified through mentorship programs and in-district transfer methods securing and promoting consistency in all content areas.?
- Job fairs, district website, interview processes, recommendation letters, and teacher qualifications.?
- Department leaders, core teachers and administrators form the hiring committee responsible to ensure highly qualified teachers become part of the Sauceda team. Student and campus needs along with the candidates prior experience are considered and discussed after the interview process by the hiring committee members in order to concede that candidates meet the expectations of our campus.

Staff attendance, retention and turnover rate:

- Our campus staff turnover rate in the past 12 months is approximately 16.5 % Giving us a result of about 83.5 % retention rate for our campus. Replacing and/or adding by either hiring or transferring 7 additional staff in the past 12 months. Bringing our total staff for this year to 93 members. Due to district changes our staff count numbers went from 103 to 93 giving us an estimate calculation of 9.71 % staff member total decrease. ?
- Perfect attendance district incentive has kept teachers motivated to keep coming to work?.

HIGHLY EFFECTIVE STAFF:

Our campus has experienced and certified teachers and teacher assistants that work and support the Special Education, 504, and Recent Immigrant populations. Our school groups students into different teams based on their academic needs in their grade level to maximize the use of the certified teachers and support staff resources. One team is designated to focus and work with the special education population and the other team is working with the recent immigrant population.

Teacher mentor:

Mentor teachers are assigned to first year teachers. The mentor program has been somewhat helpful when it comes to policy and procedures needed to be implemented. New teachers can turn to their mentors to know what deadlines need to be met and paperwork turned in. Furthermore, the mentor can explain and show the new teacher how to properly get all this done. However, new teachers depend mostly on their immediate team members rather than their assigned mentors for help, in regards to their classroom experience.?

NEW STAFF:

For the 2019-2020 school year, new staff were mostly in-district transfers to our campus. They were supported by their supervisor or department head and colleagues. ?

SYSTEMS IN PLACE TO BUILD CAPACITY AND SUPPORT:

Continuous improvement takes place when teachers attend workshops and seminars to learn new techniques, expand our knowledge and refine our craft. Staff, grade level or team meetings are also ways continuous improvement takes place. Teacher improvement also happens through self reflection after data analysis and after feedback from administrators during walkthroughs or class observations. ?

PROFESSIONAL DEVELOPMENT:

The campus uses historical data from STAAR exams to determine which areas need to be improved upon.

- **Staff at Sauceda Middle school have attended various professional development depending their assignment on campus. These trainings attended would be to help them better serve their students and deliver instruction. Trainings were not limited to only content; some were for classroom management or for state assessment preparation or to obtain information regarding our special populations on campus.**?

?

- **Implementation for professional development is monitored by teachers reporting to their immediate supervisors to debrief what was learned, other times teachers shared with their co-workers via staff meeting. Teachers are sometimes observed in their classrooms by one of the administrators.**?

?

- **After attending professional development teachers have come back to their classrooms and implemented what they've learned.**?

?

- **Teacher's reported that the follow up was data submission more so if they implemented something that was shared at a P.D.**?

Parents and Community:

- **Home visits, teacher conference, parent meetings, site based committee, Health Advisory Council.**?
- **All parents are encouraged to attend, participate. Community members take part in Career Day and participate in the Health Advisory Council as well on the Site Based Committee and attend many district events.** ?
- **The trends that are observed are that we have limited participation/attendance from parents.**?

Each campus hosts different types of meetings where parents /community members are invited and are able to fill out surveys or questionnaires. This becomes helpful as we use feedback provided form both the parents and community members who do not have children within our school system. ?

At Sauceda Middle School, the following services are available: ?

- **The Donna ISD website is a service which parents may use to help keep abreast of current events, children's health insurance, vaccine requirements, student code of conduct, on-line registration, and interactive educational applications to name a few.** ?
  The Campus Parental Involvement Program helps train parents with learning how to speak and communicate in English, introduce and sharpen computer skills in

the hopes of assisting their children academically, and support and enhance teacher relationships. ?

- **The Campus ACE after school program assists families by supporting students with tutoring.** ?
- **The Campus NJHS program supports needy families with holiday food drives.** ?
- **The Campus Fellowship of Christian Athletes gathers weekly to help students develop healthy family relationships through song, prayer, and unity.** ?
- **The Campus Career Investigations field trips to Donna North High School help students prepare for a career to support a family.** ?
- **The Campus Migrant Education program facilitates and supports students become academically successful as students help the family.**?
- **Sauceda Middle School holds various gatherings such as, 6th Grade Orientation,**

Meet the Teacher Night, Open House, and Sauceda's Annual Fall Festival, to promote a positive and collaborative relationships between parent/child and parent/campus. ?

Spanish is the dominant language spoken by students and their families. For effective communication to the parents and community; we offer both English and Spanish when communicating with parents. Mass district text alerts, flyers and letters home are always translated in both English and Spanish. We also offer communication in both languages on the parent portal and the DISD and Sauceda website. In addition, campus staff speak in both English and Spanish and are able to communicate with parents effectively?

Community Partnerships:

- **Training sessions are provided monthly to parents and guardians of our students as well as members of the community for free. For example, the Parent Learning Academy provided by DISD Parental dept where agencies from our community are invited to provide services to Parents and Guardians.**
- **The Child Development Institute (CDI), provides childcare and educational services for our migrant population for children ages 6 weeks - 5 years old.**
- **Nuestra Clinica Del Valle provides health, nutrition, mental health, and dental services with a location now in our city to provide services to the community.**
- **Project Arize is located to the north of our city, where many of our families reside. It provides nutrition classes, E.S.L., baking, sewing, and budget management. It helps families prepare healthy inexpensive meals and takes referrals of families in case of any mental health issues our families may encounter**.

Special Programs:

The Donna ISD Special Education program has many services available to the special education population. Services available include Speech Therapy, Occupational Therapy, Physical Therapy, Counseling, Visual Impairment services, Autism Impairment Services and Social Worker Services.

Campuses have Inclusion, Co-Teaching models to aid students in the classroom, Resource, LifeSkills, and PPCD programs. PPCD programs provide early help to jumpstart education preparedness for Kindergarten and the school years beyond.

Educational Diagnosticians service each campus to provide assessment/reviews for the IEP process and Licensed Specialist in School Psychology (LSSP) that provide cognitive assessments for students.

Homebound services are an educational delivery for students with impairments that make them physically incapable of attending school.

Transition Fairs are available to 8th grade students transitioning to the High school to provide them with knowledge of the educational opportunities. Vocational on site job training is also available along with adult transition help for students turning 18 or 21.

Adequate Time:

- **Having PLC's for tested and non tested subjects.**
- **Small group ,rotation stations in classrooms.**
- **Afterschool and Saturday tutorials**
- **Computer Lab rotations.**
- **ACE afterschool program to assist students.**
- **Tutoring during elective periods.**

- **Provide guidance on virtual learning tools that can be used at home .**
- **Parent /Teacher conferences to discuss support at home.**

Decision making and school policies:

q **Teachers voice their opinions in decision making and school policies by participating in open ended survey questions (Survey Monkey). They are able to speak their mind and incorporate their opinions, teachers can directly contact admin for immediate decision making or set up a meeting.**

q **School policies are more at an administration level making or central office. If input is possible, it is done through dept. head meetings and Learning community leader meetings with teacher input.**

Assessments and Evaluations:

- **Most departments agreed that teachers are given full control and discretion over weekly or biweekly assessments their classroom except for ELA.**
- **Due to new TEKs and new textbook adoption, ELA teachers are encouraged to use weekly assessment provided by the book.**
- **Teachers have the flexibility to choose what type of assessment they will be giving students. These assessments can range from exit tickets, multiple choice, CFU, short answer response, project, group discussion and observation.**

When it comes to bundle assessments all departments agreed that district strategists decide upon and create the assessments in order to evaluate student's learning for the six weeks, although teacher input varies by department:

- **For ELA, students are assessed using textbook units, strategist decides what should be omitted or modified.**
- **Science 6th and 7th grade level teachers are allowed to view and provide suggestions or feedback to modify these assessments sometimes before and always after the test is administered. For 8th grade, teachers are allowed only to provide feedback on the assessment after test has been administered.**
- **In math teachers omit some questions if the TEK was not taught, but this is after test has been administered.**
- **For Social Studies teachers usually discuss potential test questions during curriculum writing. Since last year their teks completely changed they rewrote the entire curriculum, including assessments.**

Process for monitoring, evaluating and renewing the curriculum:

- **Students are assessed weekly on TEKS taught.**
- **Teachers use this weekly data for PLC's.**
- **PLC's are used to reflect and determine weak performing TEKS and to create a plan to target those TEKS the following week.**
- **Bundle assessments are aligned with curriculum. These assessments are created by the district's strategist and are based on TEKS. This enables teachers to measure student's mastery of the objectives taught.**
- **At the end of the six weeks data meetings take place where teachers meet with strategists and appraisers to set goals for each classroom and student.**
- **Around this time teachers also review LAP Forms and Rti forms to adjust any accommodations in order to ensure student success for the following six weeks.**
- **Department meetings are held at least once a month to monitor curriculum's effectiveness and to offer ideas on struggling concepts.**
- **Content teachers collaborate weekly with their own grade level to plan lessons**
- **When teachers are sent to trainings they are expected to return to their department and share anything learned from the training in order to help modify instruction and introduce new ideas in the class.**

School Processes & Programs Strengths

Students with special needs and served in special population groups are offered support by a core and co-teacher in the areas of Math and Reading.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff attendance, retention and turnover rate: Faculty and Staff absentee rate is high especially during the 2nd semester. **Root Cause:** Lack of self-care and management of time

Perceptions

Perceptions Summary

School ?
Climate:

Ninety-four percent of the students feel positive about the school climate compared to forty-three percent of the staff. One hundred thirty-two students responded to the survey. Seventy-two teachers answered the survey.?

vision and mission alignment:

According to data from the survey completed by 135 students, a majority of students felt that they themselves, as well as their teachers, aligned with the vision and mission of the school. ?

?

Approximately **81% of students** feel that they do things daily and consistently during their school day that align with the vision and mission statements of the Sauceda Middle School. **94% of those same students** feel that their teachers promote High Academic Achievement for ALL students. ?

?

Based on a separate survey, completed by staff, **82% of participants** believe that the campus does have High Expectations of students. ?

Graph A: The data shows that staff feels respected by colleagues and students, supported by colleagues, and their attitudes do not affect their relationships with students & colleagues.?

Graph B: The data reflects that students feel respected by teachers and peers, have support from their teachers and peers, and they feel their attitudes affect their relationships with teachers and their peers.

Graph C shows how the two groups responded. Of the total students (108) participating in extra-curricular activities and are female or male feel respected by teachers and peers. Of these 108, the females feel less respected by their peers than the males do. The females also feel their attitudes affect their relationships with peers more than the males do. The females feel more supported by teachers and their peers more than the males do.

Student behaviors and discipline:

6th Grade ?	
School Year ?	Referrals Written ?
2016-2017 ?	452 ?
2017-2018 ?	449 ?
2018-2019 ?	495 ?
2019-2020 ?	188 ?

7th Grade ?	
School Year ?	Referrals Written ?

6th Grade ?	
2016-2017 ?	547 ?
2017-2018 ?	633 ?
2018-2019 ?	423 ?
2019-2020 ?	429 ?

8th Grade ?	
School Year ?	Referrals Written ?
2016-2017 ?	500 ?
2017-2018 ?	479 ?
2018-2019 ?	447 ?
2019-2020 ?	214 ?

Total For All Grade Levels ?	
School Year ?	Referrals Written ?
2016-2017 ?	1,499 ?
2017-2018 ?	1,561 ?
2018-2019 ?	1,365 ?
2019-2020 ?	831 ?

The data shows us that the number of written referrals from teachers has decreased. We can determine that student behavior has decreased in the recent years. ?

academic, behavioral, social?
extracurricular

- · 98% of students believe that the school has high expectations from them. While 81% of the staff believe the school has high expectations.?

?

- · 93% of students believe the school promotes a positive behavior. While 87% of the staff believe the school promotes positive behavior?

?

- · 94% of the students believe that the school offers a variety of extracurricular activities. While 83% of the staff believe that the school offers a variety of extracurricular activities.?

school's culture and climate:

Of 132 students surveyed:?

- 80% of students were in extracurricular activities and 20% were not. ?
- ?
- 94 % feel positive about school culture and climate while 6% feel negative about it. ?
- ?

- 91% are motivated by extracurricular activities ; 9% are not motivated ?

student ?
achievement :

The data indicates that 69 percent of the staff feel that having good classroom management reflect good grades and STAAR results.

Safe School Data:

17 Students – Under the Influence / Possession of Controlled Substance?
5 Students – Involved in student to student assault?
3 Students – Involved in student to staff assault. ?

extracurricular activities:

?	?	?	Extra Curricular Students with Indicators?				?	?	?	?	?
?	ATHLETICS?	JROTC?	BAND?	CHOIR?	ART?	DANCE?	AVID?	STUDENT COUNCIL?	SHOW STOPPERS?	CHEER?	NJHS?
Female?	51?	25?	115?	39?	58?	103?	32?	24?	13?	12?	17?
Male?	70?	118?	100?	40?	75?	3?	44?	9?	N/A?	N/A?	15?
6th?	N/A?	57?	70?	22?	86?	47?	25?	11?	2?	1?	N/A?
7th?	61?	33?	56?	20?	24?	30?	30?	6?	2?	7?	16?
8th?	60?	53?	43?	37?	N/A?	29?	21?	16?	9?	4?	16?
TOTAL?	121?	143?	215?	79?	79?	106?	76?	33?	13?	12?	32?

Staff technology training

Yes 19?

No 53?

Computer access:

Yes 68?

No 4

Technology classroom tools:

Yes 61? (need classroom technology tools)

No 11?

students', parents' ?
and community perceptions:

Students ?

- · Committed to a vision of College for ALL students.?
- · Student achievement continues to rise yearly. ?
- · Closeness: Student to Student and to Staff. ?
- · Hybrid- Learning ?
- · Discipline Management Plan (DMP) ?
- · Student incentives on student achievement, attendance ?

Faculty and Staff ?
Positive environment ?
Texas Teacher Evaluation Support System (T-TESS) appraiser support ?
Team- focused; Communities ?
Mutual Respect: Admin to Staff, Staff to Staff, Staff to Admin ?
Committed to a vision of College for ALL students ?
Teacher Attendance Incentive Stipend ?
Administration Communication (Teacher Weekly) ?

Parents ?

- · Uplift; Grounds, inside outside building ?
- · More Parent friendly more resources for parents on campus ?
- · Problem Statements Identifying Perceptions Data ?
- · Problem Statement Lack of technology resources ?

?

?

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Technology equipment, wireless access and training for students, staff and parents are a great need.

Priority Problem Statements

Goals

Goal 1: Goal 1: D.M. Sauceda 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. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

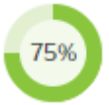
Performance Objective 1: Performance Objective 1: The campus will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, PBMAS) and Federal/NCLB (AYP).

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Core Content teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. (BG2) **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding STAAR standards per core content area. **Staff Responsible for Monitoring:** Campus Principals, DEANS, Curriculum Specialists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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 Reading, Writing, Math, Science, and Social Studies (BG2) **Strategy's Expected Result/Impact:** Increased student performance as measured by District and State assessments. **Staff Responsible for Monitoring:** Campus Principals, DEANS, Curriculum Specialist, Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4	30%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Obtain and provide program manipulatives, models, consumable, non-consumable materials (textbooks/magazines) and any other classroom instructional materials or resources for all core content areas and all student populations. Including Physical Education equipment, library resources, and media. Library Author Visit. Library T- Shirts. Supplies and materials for Robotics class. ABYDOS Writing Curriculum. Supplies for AVID students. Program software such as IXL for writing, Edusmart for Science, Reading ESL Smart, applied Computer Systems, Inc- Software needed for computer Lab Management and Instruction and any other needed computer software. Calculators for math and science classes. Laptops for student instructional use. Contracted Services for student training and development. PBIS student rewards / behavior management. (BG2) **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, TELPAS, TPRI, Tejas Lee, & PBMAS. **Staff Responsible for Monitoring:** Campus Administration, Executive Directors, and Core Content Directors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Title I (211) - 211.11.6399.00.047.24.0.00 - $12,024, - Title IV 289 - 289.11.6412.00.047.11.0.00 - $8,504, - Local (199) - $6,500, - Project Lead The Way (489) - $6,750, - State Comp.(164) - $3,627, - Teacher/Principal (255) - $2,000, - GT (168) - $2,000, - Title IV 289 - 289.11.6399.00.047.11.0.00 - $9,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, 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. Consultant for Reading and Writing such as Kaye Price. Region One training, Diana Ramirez, STAAR Social Studies Training. Math Links Garland Training, RGVCTM. CAST science training, RGVSA science training, and James Madison Legacy Project Social Studies such as Margarita Calderon. AVID training/conference. Training to support librarian and aide. Ed Connective PD online training. TASSP Summer Workshop (administrators) NSTA Houston National Conference. Registration, entry fees, travel to attend and participate in professional development. Contracted services from signed interpreter. (BG2) **Strategy's Expected Result/Impact:** Professional Development Plan, 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:** Executive Directors, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers,Technology Director and Bilingual Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - State Comp.(164) - 164.11.6399.00.047.30.0.00 - $2,000, - Title III (263) - 263.13.6291.00.047.25.0.00 - $2,000, - Title I (211) - 211.11.6399.00.047.24.0.00 - $2,000, - Teacher/Principal (255) - 255.13.6411.00.047.24.0.00 - $2,715.50, - Local (199) - $2,800, - Teacher/Principal (255) - 255.13.6329.00.047.24.0.00 - $2,000, - Project Lead The Way (489) - $2,500, - Teacher/Principal (255) - $4,000, - Title I (211) - 211.13.6411.00.047.24.0.00 - $10,000, - State Comp.(164) - 164.13.691 - $5,000, - Title IV 289 - 289 - $3,000, - Teacher/Principal (255) - 255.23.6411.00.047.24.0.00 - $2,713				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Monitor implementation of best instructional practices presented during professional development and all staff training. Campus wide book study - text book / field guide etc. (BG2) **Strategy's Expected Result/Impact:** Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	65%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide support to struggling learners through improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. (BG2) **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. **Staff Responsible for Monitoring:** Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, Executive Directors, Bilingual Director, Chief of Special Programs, and Chief Academic Officer **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	85%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Implement district initiatives such as Guided Reading, Language Live, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Softwares, Accelerated Reading, Student Portfolios, Kagan Strategies, Sheltered Instruction, and College Readiness Activities. UIL travel, activities , incentives, fees and dues for participation. (BG2) **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Administration, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	80%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: The district will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. (BG2) **Strategy's Expected Result/Impact:** Gradebook **Staff Responsible for Monitoring:** Executive Directors, Content Directors, Campus Administration, and Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Equipment such as IPADS, headphones with microphone sets for classroom labs. Dictionaries, books, materials, planners etc. Including consumable, non-consumable/ teacher supplies/ warehouse supplies. (BG2) **Strategy's Expected Result/Impact:** Reading Levels and STAAR academic outcomes. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Principal, Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title III (263) - 263.13.6399.00.047.25.0.00 - $1,120, - State Comp.(164) - 164.11.6399.00.047.30.0.00 - $3,627, - Title I (211) - 211.11.6399.00.047.24.0.00 - $13,508, - Local (199) - $5,000, - Title III (263) - $4,550, - $9,000, - TTIPS Grant (276) - $6,772				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. Offer supplemental instruction by offering: Extended day tutoring in core content areas(before/after or on Saturdays); extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness. Follow a modified campus schedule during the school day to implement intervention/recovery period. extra pay for assistants during tutorials and testing. Recovery extended day/Saturdays will be offered to students who may need to recover grades/attendance in order to pass to the next grade level. Extra pay for teachers/assistants/clerks to during the recovery day. Supplies for parent meetings and activities. Transportation for student tutorials. (BG2) **Strategy's Expected Result/Impact:** District Assessment Results and State Assessment Results student sign sheets **Staff Responsible for Monitoring:** Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - $800, - Title I (211) - 211.11.6399.00.047.24.0.00 - $5,000, - State Comp. (164) - 164.11.6118.00.047.24.TT - $8,000, - Student Activity 865 - $600, - $12,897, - ESSER III (282) - $78,975	30%	70%	100%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance, completion, and dropout prevention efforts. (BG2) **Strategy's Expected Result/Impact:** Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports **Staff Responsible for Monitoring:** Ida Garcia - Director of Intake Center Truancy Officers Campus Principals Attendance Helpers Teachers Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Ensure the district's 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. (BG2) **Strategy's Expected Result/Impact:** Increased student performance as measured by district with state assessments and TELPAS **Staff Responsible for Monitoring:** Director of Bilingual Education, Executive Directors, Core Content Directors, Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Determine advanced academic courses to be offered at every school and expand opportunities for high school credit and pre-advanced placement. (BG2) **Strategy's Expected Result/Impact:** Increased enrollment numbers in courses. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Administrations, Counselors, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Create more opportunities for students to participate in enrichment programs such as career interest, career day, technology, Robotics, athletics, band, extracurricular, student clubs, and languages other than English. (BG2) **Strategy's Expected Result/Impact:** Increased enrollment numbers in programs. sign-in sheets, invitation letters for career day and thank you notes. **Staff Responsible for Monitoring:** Director of Fine Arts, Director of Athletics, Director of Technology, Campus Administration, and Teachers. counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

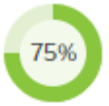
Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments and district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs (BG2) **Strategy's Expected Result/Impact:** Assessment Reports **Staff Responsible for Monitoring:** Chief Academic Officer, Executive Directors, Core Content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	80%	100%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Develop, implement, and monitor implementation of system which provides a college readiness environment. Educators would receive training to better integrate cognitive strategies, learning skills as well as techniques, to assist in the transition of knowledge and skills so students may build on their skill sets to help them succeed in college. Students will visit university and college campuses to experience the college atmosphere and continue to have interest in pursuing a post-secondary education. (BG2) **Strategy's Expected Result/Impact:** Texas Academic Performance Report of graduates enrolling in TX institutions of higher education(IHE). **Staff Responsible for Monitoring:** Campus Principals Campus Counselors Campus Administration GEAR UP Facilitators AVID Coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	80%	100%	100%

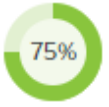
Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: System Safeguards to meet federal accountability requirements will be implemented, monitored, and reviewed for each subject area and or student group where requirements were not met. (BG2) **Strategy's Expected Result/Impact:** Increased performance in an area addressed. **Staff Responsible for Monitoring:** Chief Financial Officer, Core Content Directors, Bilingual Director, Principals, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Students will participate in end of year celebrations, travel, and incentives for their academic achievements through out the year. Students will be provided spirit shirts to promote campus pride. Students will participate in career day events, travel, and incentives to promote college awareness and readiness. Students will participate in UIL events, travel, incentives, dues and fees, supplies and equipment for students to participate in UIL events. (BG2) **Strategy's Expected Result/Impact:** Attendance, honor roll, team participation sign-sheets, invitation letters, announcements and thank you notes. **Staff Responsible for Monitoring:** Admin, counselors and team leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local (199) - $3,000, - Student Activity 865 - $1,975				

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Replace out-dated and inoperable computer lab equipment, other technology related equipment and furniture in classrooms, campus staff offices. Classroom sets of Ipads, projectors, batteries, light bulbs, security cameras, etc. (BG2) **Strategy's Expected Result/Impact:** Student test scores local and state, lesson plans, walkthroughs, PO **Staff Responsible for Monitoring:** Campus administration, team leaders, department leaders, librarian, teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Title I (211) - 211.11.6399.00.047.24.0.00 - $3,000, - Local (199) - $2,677				

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Pay for fees and dues for AVID and other organizations to promote student leadership/college readiness. AVID Budget part time employees, AVID office supplies, travel, transportation, dues and fees, teacher travel for professional development. (BG2) **Strategy's Expected Result/Impact:** Purchase Order **Staff Responsible for Monitoring:** AVID Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local (199) - 199.11.6118.00.047.11.0.EP - $1,500, - Local (199) - 199.11.6125.00.047.31.0.00 - $9,213, - Local (199) - 199.11.6141.00.047.31.0.00 - $150, - Local (199) - 199.11.6143.00.047.31.0.00 - $150, - Local (199) - 199.11.6145.00.047.31.0.00 - $130, - Local (199) - 199.11.6146.00.047.31.0.00 - $158, - Local (199) - 199.11.6399.00.047.31.0.00 - $300, - Local (199) - 199.11.6412.00.047.31.0.00 - $3,500, - Local (199) - 199.11.6497.00.047.31.0.00 - $3,899, - Local (199) - 199.13.6411.00.047.31.0.00 - $6,000				

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21: Pay fees and dues for operating lease of copy machines for instructional purposes and additional operating leases. Principal operating lease Principal office ink (BG2) **Strategy's Expected Result/Impact:** Purchase Order **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local (199) - $30,000				

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 22: Replace outdated and inoperable equipment for security guards. radios, batteries, security cameras, wands, carts, supplies, etc (BG2) **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local (199) - $2,000				

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 23: Promote Science Career Pathway through STEM program for 6th-8th students by attending and collaborating with academic university learning opportunity excursions trips. (BG2) **Strategy's Expected Result/Impact:** Create college readiness awareness and increase Science Career Pathways as a choice of study in High School as well as increase success in 8th Science state assessment **Staff Responsible for Monitoring:** Campus Administration, 6th-8th and Elective Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title IV 289 - 289.11.6411.00.047.11.0.00 - $2,640, - Title IV 289 - 289.11.6412.00.047.11.0.00 - $5,809, - Local (199) - 199.11.6494.00.047.11.0.00 - $1,000	30%	30%	100%	100%

Strategy 24 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 24: Promote a safe and secure environment on the campus by the use and purchase of PPE personal protective equipment gear/ supplies for campus faculty, staff and students. **Strategy's Expected Result/Impact:** Minimize exposure to hazards that cause serious workplace injuries and illnesses. **Staff Responsible for Monitoring:** Campus administration **Funding Sources:** - $10,785	30%	100%	100%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 1: Goal 1: D.M. Sauceda 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. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 2: Bilingual/ESL: The District will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Train teachers on pedagogy (sheltered instruction, inter al.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction to ELLs (Pearson, National Geographic, Houghton Mifflin, American Reading, Scholastic grammar books, Millmark Education, Poetry Friday, etc.).	30%	100%	100%	100%
Strategy's Expected Result/Impact: requisitions; use in classrooms; inclusion in lesson plans **Staff Responsible for Monitoring:** ELA Directors, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Coordinate with the Instructional Support department to provide an English Language Proficiency Academy in the summer for students transitioning from bilingual education to middle school	30%	65%	65%	100%
Strategy's Expected Result/Impact: academy assessments; STAAR Scores **Staff Responsible for Monitoring:** Directors; Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Maintain up-to-date instructional technology in ESL, ELD, and LUCHA classrooms order to serve campuses and students more effectively. Pay fees and dues for technology and instructional resources. **Strategy's Expected Result/Impact:** use of technology in instruction; enhanced TELPAS and STAAR scores for students utilizing technology **Staff Responsible for Monitoring:** Director				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Train and oversee ELD, ESL, Guided Reading and Math ESL co-teachers, ensuring they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the ELLs they serve. **Strategy's Expected Result/Impact:** enhanced student performance; joint planning with teacher of record; lesson plans with integrated sheltered instruction **Staff Responsible for Monitoring:** Director; ELA and math director; academic officers; ELA and ELL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Implement programs such as Reading A to Z, Rosetta Stone, IXL , Istation and imagine math so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English **Strategy's Expected Result/Impact:** student scores; walk through(s); lesson plans **Staff Responsible for Monitoring:** Director; ELL Strategists				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Train a cadre of teachers to 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 curriculum **Staff Responsible for Monitoring:** Director and ELL strategist	30%	100%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Enhance teacher / administrator quality by reimbursing teachers for Bilingual Certification / Bilingual state exams for certification, providing teachers opportunities to participate in post graduate degrees in the areas of Bilingual/ESL, and affording campus teachers and administrators the opportunity to attend local and state conferences and training sessions specializing in strategies and methodologies for ELL students. **Strategy's Expected Result/Impact:** walk through(s), lesson plan reviews, student scores on TELPAS and STAAR **Staff Responsible for Monitoring:** Director	30%	75%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Facilitate the attendance of training sessions and conferences (such as Title IX, TABE, NABE, and CREST) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support. **Strategy's Expected Result/Impact:** training sessions turned around for district staff **Staff Responsible for Monitoring:** Director	30%	30%	30%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Support the attendance by parent liaison of local and state parent conferences to learn strategies for student support that they will then convey in regular parental meetings as well as informing parents about the district's bilingual/ESL model. **Strategy's Expected Result/Impact:** Meeting minutes and sign-ins. **Staff Responsible for Monitoring:** director				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Develop, implement, and monitor a literacy plan where EL student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Equipment such as IPADS, headphones with microphone sets for classroom labs. Dictionaries, books, materials, planners etc. Including consumable, non-consumable/ teacher supplies. (BG2) **Strategy's Expected Result/Impact:** Reading Levels and STAAR academic outcomes. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Principal, Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Bilingual (162) - $2,600, - Title III (263) - $11,695				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. Offer supplemental instruction by offering: Extended day tutoring in core content areas(before/after or on Saturdays); extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness. Follow a modified campus schedule during the school day to implement intervention/recovery period. extra pay for assistants during tutorials and testing. (BG2) **Strategy's Expected Result/Impact:** District Assessment Results and State Assessment Results student sign sheets **Staff Responsible for Monitoring:** Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - $800, - Title I (211) - 211.11.6399.00.047.24.0.00 - $5,000, - State Comp. (164) - 164.11.6118.00.047.24.TT - $8,000, - Student Activity 865 - $600, - Bilingual (162) - $2,400	30%	30%	30%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Goal 1: D.M. Sauceda 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. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 3: Special Education: The District will improve its overall rating component in the T.E.A.'s Determination Report from a 3 to a 2 with a focus on student discipline and academic performance.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide district and campus trainings in the area of student behavior (Ex. FBA, BIP, behavior strategies) restorative discipline (BG2) **Strategy's Expected Result/Impact:** -reduction in ISS placements -reduction in OSS placements -reduction in DAEP placements increase in academic performance **Staff Responsible for Monitoring:** Director Supervisor LSSPs social workers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide counseling training(s) in the area of assessments and IEPs to address student behavior **Strategy's Expected Result/Impact:** reduction in student referrals reduction in ISS placements reduction in OSS placements reduction in DAEP placements increase in academic performance **Staff Responsible for Monitoring:** Director Supervisor LSSPs				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide district and campus training(s) in the area of accommodations. **Strategy's Expected Result/Impact:** increase in academic state performance increase in alternative accommodations **Staff Responsible for Monitoring:** Director Supervisor Educational Diagnosticians Special Education Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide campus reviews with teachers and campus administration on student academic performance. Teachers will submit weekly data and implement to drive instruction. STAAR tested teachers will meet weekly to review lowest performing TEK(s) and implement action plan during PLC. Review bundle data and re-teach challenging TEK(s). **Strategy's Expected Result/Impact:** increase in student academic performance **Staff Responsible for Monitoring:** Special Education Administrators Educational Diagnosticians				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide campus support in the implementation of coteaching approaches in the middle schools to maximize quality of instruction and student learning. Coaching model for co-teaching (Region One). **Strategy's Expected Result/Impact:** decrease in one-teach-one assist co-teaching approach decrease in one-teach-one observe co-teaching approach increase in teaming co-teaching approach increase in station co-teaching approach increase in student academic performance **Staff Responsible for Monitoring:** Special Education Administrators Educational Diagnosticians				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide students with lab opportunities. -Imagine math -IStation -IXL -Edusmart -Reading A to Z -Think Through Math **Strategy's Expected Result/Impact:** Teacher observations Increase in vocational and learning opportunities. **Staff Responsible for Monitoring:** Special Education Administrators Special Education Teacher Campus Administrators				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, RaveO) including dyslexia (BG2) **Strategy's Expected Result/Impact:** increase in reading performance **Staff Responsible for Monitoring:** Special Education Director Special Education Teacher Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Increase number of district CPI Trainer Of Trainers. **Strategy's Expected Result/Impact:** reduction in student restraints reduction in student referrals **Staff Responsible for Monitoring:** Special Education Administrators LSSPs				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide special transportation for educational field trips for life skills students/ sped students. **Strategy's Expected Result/Impact:** increase in state alternative assessment performance **Staff Responsible for Monitoring:** Special Education Director **Funding Sources:** - Student Activity 865 - $300, - Local (199) - $300				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Recognize student academic performance; -Student of the month -AR reader -Honor Roll -Perfect Attendance -Student with lessons passed on programs such as istation, imagine math, ixl **Strategy's Expected Result/Impact:** increase in student academic performance **Staff Responsible for Monitoring:** Special Education Administrators Teachers Campus Administrators **Funding Sources:** - Student Activity 865 - $300, - Local (199) - $300				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Recognize improvement in student behavior. **Strategy's Expected Result/Impact:** decrease in student referrals **Staff Responsible for Monitoring:** Special Education Administrators Teachers Campus Administrators				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide academic support through supplemental resources to campuses. Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. (BG2) **Strategy's Expected Result/Impact:** increase in student academic performance **Staff Responsible for Monitoring:** Special Education Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - IDEA (224) - $1,400				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Goal 1: D.M. Sauceda 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. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 4: Migrant: The District will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

Summative Evaluation: Met Objective

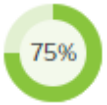
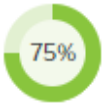
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide coordination of supplemental reading and math instruction in collaboration with existing programs and organizations to coordinate student access to resources and; providing students and parents with up-to-date and easy to understand information on how to use of academic tools and resources to increase success in reading and math. Supplies and Materials for instructional use (headphones, curriculum, ink for printer, consumables, school supplies etc.) **Strategy's Expected Result/Impact:** Student sign-in sheets; home visits; letters to parents **Staff Responsible for Monitoring:** Migrant Strategists; Migrant Counselors; Migrant Lab Teachers;Core Subject Area Teachers; Campus Administrators; Academic Counselors; Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Migrant (212) - $8,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop and implement a set of strategies for partial and full credit accrual for migrant student with late entry/or early withdrawals; save course slots in the elective and core subject areas based on the districts' history of students' migration. **Strategy's Expected Result/Impact:** 3 Wk/6Wk Strategists Reports; Intervention Plans; Benchmark Tracking Document; Home Visitation Reports **Staff Responsible for Monitoring:** Migrant Strategist; Migrant Counselors; Migrant Lab Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Coordinate with the Texas Migrant Interstate Program / TMIP during the summer months in order to serve students from Texas who may attend out of state summer migrant programs to include STAAR remediation opportunities and utilize Project SMART when providing summer supplemental services in mathematics to migrant students. **Strategy's Expected Result/Impact:** Late Entry/Early Withdrawal Policy; Student Sign-in Logs; Transcripts; PLATO Reports **Staff Responsible for Monitoring:** Migrant Strategist; Migrant Counselors; and Migrant Lab Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Have a PFS Action Plan for serving PFS students. The plan will clearly articulate criteria for defining students success, including timelines for achieving stated goals and objectives. **Strategy's Expected Result/Impact:** COEs ; Enrollment/Completion reports from Receiving States' Schools; **Staff Responsible for Monitoring:** Migrant Strategists;Summer school Counselors; NGS Clerks and Migrant Director				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Offer supplemental Instruction to Priority for Service (PFS) and regular migrant students through a migrant lab teacher in core content areas, homework assistance, credit recovery, and STAAR. **Strategy's Expected Result/Impact:** PFS Action Plan; Monthly PFS Reports; PFS Distribution Logs **Staff Responsible for Monitoring:** Migrant Director; Migrant Counselor; Migrant Strategists; Migrant Lab Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Coordinate with other school/community programs to provide support services that address the identified reading/math needs of migrant children youth (e.g. health, food/nutrition, transportation, translations/interpretations. **Strategy's Expected Result/Impact:** Sign-In Sheets; Agendas **Staff Responsible for Monitoring:** Migrant Director; Migrant counselor; Migrant Strategist; Migrant Liaison				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Prioritize educational and support services for targeted PFS students first before regular migrant students by: Tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing the core subject area. **Strategy's Expected Result/Impact:** Progress Reports; Benchmark and Campus Assessments; Proposals for Tutorials **Staff Responsible for Monitoring:** Campus Administration; Migrant Director; Campus Academic Counselors; Teachers **Funding Sources:** - Migrant (212) - $2,500				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide support services to migrant students in all grade levels participating in the before and after school tutorial program to include transportation nutritionally approved snacks and instructional supplies. **Strategy's Expected Result/Impact:** Vouchers **Staff Responsible for Monitoring:** Migrant Counselors, Migrant Strategist				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide transportation for migrant students for the purpose of providing leadership, academic, workshops, conferences and college/university visits. **Strategy's Expected Result/Impact:** Migrant Guidelines **Staff Responsible for Monitoring:** Campus Admin, Migrant Counselors, strategists, other migrant, and non-migrant teaching staff.				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide information to school staff to increase their awareness of migrant middle school students' need for timely attention appropriate interventions (according to local procedure in place) for academic and non-academic problems or concerns and provide direction to MEP and non MEP staff. **Strategy's Expected Result/Impact:** Title I C funds, buses, MEP Funded Vehicle **Staff Responsible for Monitoring:** Migrant Director, Campus Admin., Migrant Tutorial Teachers, Transportation staff, and school nutritional staff **Funding Sources:** - Migrant (212) - $523	30%	100%	100%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Coordinate with available mentoring programs or support organizations to develop students learning and study skills and follow up to monitor and document progress. **Strategy's Expected Result/Impact:** Title -1 C funds, buses, MEP Funded Vehicle **Staff Responsible for Monitoring:** Transportation staff, migrant director, migrant counselors, and migrant strategists **Funding Sources:** - Migrant (212) - $250	30%	0%	0%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children. **Strategy's Expected Result/Impact:** DVD "Children in the Fields" **Staff Responsible for Monitoring:** Migrant Director and Strategist	30%	55%	55%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Create an extracurricular club or leadership organization specific to migrant students which meet regularly and is designed to: develop effective learning and study skills, help students seek and receive help from parents, peer and teachers, provide leadership opportunities and facilitate social engagement with school community. **Strategy's Expected Result/Impact:** Intervention Plans and Home Visit Reports **Staff Responsible for Monitoring:** Migrant Strategists				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Will monitor and analyze student data and reports to determine student progress and to redirect instructional progress if needed for student achievement. **Strategy's Expected Result/Impact:** Progress Reports, Parent Meeting Agendas, Home Visitation Reports **Staff Responsible for Monitoring:** Migrant Strategists	30%	100%	100%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Replace out-dated and inoperable computer lab equipment, other technology related equipment and furniture in migrant labs, migrant campus staff offices and MEP central office on an " as needed" basis. **Strategy's Expected Result/Impact:** Meeting Agendas **Staff Responsible for Monitoring:** Migrant Counselors; Migrant Strategists	30%	50%	50%	

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide monies for lease/maintenance/repair for MEP migrant campus staff equipment to include purchases of new equipment, to include equipment, office supplies, and ink for printers. **Strategy's Expected Result/Impact:** Purchase Orders **Staff Responsible for Monitoring:** Migrant Director; Strategists; Migrant Counselors; Migrant Lab Teachers **Funding Sources:** - Migrant (212) - $1,750	30%	50%	80%	

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Reimburse all MEP staff for travel and/or mileage for any all required MEP related activities. **Strategy's Expected Result/Impact:** Purchase Orders **Staff Responsible for Monitoring:** Migrant Director **Funding Sources:** - Migrant (212) - $400	30%	50%	50%	

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Provide opportunities for MEP staff to attend local/ regional / state/ national MEP conferences and other related conference. **Strategy's Expected Result/Impact:** Reimbursement Claim reports and Related Travel detail **Staff Responsible for Monitoring:** Migrant Director	30%	50%	50%	→

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Provide high quality and ongoing professional development and /or training for migrant recruiters, New Generation System / NGS training for Data Entry Specialist, migrant teaching staff to include PK3 teachers, migrant lab teachers, other teaching staff serving migrant students including the Migrant OSY youth. **Strategy's Expected Result/Impact:** Travel Request Forms; Conference Registrations **Staff Responsible for Monitoring:** Migrant Director; District and Campus Administration	30%	50%	50%	→

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Provide certificates, prizes plaques, ribbons and small trophies that are nominal in cost to celebrate migrant student participation and success/ recognition during the school and end of school year. **Strategy's Expected Result/Impact:** Met Standards as Per PBMAS **Staff Responsible for Monitoring:** Migrant Counselors; Migrant Strategists	30%	50%	50%	→

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

Goal 1: Goal 1: D.M. Sauceda 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. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 5: CTE: The District will 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%

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, PDAS, TAKS,EOC, Benchmarks, PEIMS, PBM, Certification/College Hours Earned, Achieve Texas Graduation Plans **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff	30%	55%	55%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Link CTE at the secondary campuses and postsecondary levels **Strategy's Expected Result/Impact:** Student Schedules, PEIMS, PBM, Certification/College Hours Earned **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff	30%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide students with strong experience in and understanding of all aspects of an industry. **Strategy's Expected Result/Impact:** Field Trip Participation, Seminar Participation, Teacher Planned Activity Participation **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Develop, improve, or expand the use of technology in CTE programs **Strategy's Expected Result/Impact:** CTE Program Plan of Action, Integrated Continuous Improvement Plan, PBMAS **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Initiate, improve, expand and modernize quality CTE programs, including relevant technology. **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide services and activities that are of sufficient size, scope and quality to be effective. **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide instruction and activities to prepare all CTE students for high skill, high-wage, or high-demand occupations that will lead to self-sufficiency **Strategy's Expected Result/Impact:** PBM, AEIS, PEIMS, TAKS Data, TELPAS Data, Lesson Plans, IEP Implementation **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Support training and activities in nontraditional fields **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, Secondary Campus Principals, CTE Staff, Advisory Comm. Members	30%	40%	50%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: 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 **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, Secondary Campus Principals, CTE Staff	30%	35%	45%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide strategies that are designed to enable special populations to meet or exceed the local adjusted levels of performance **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of Action, ARD Participation, IEP Implementation **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff	30%	100%	100%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Implement advanced academic courses offered at every school and during the summer, to include the Bridge to Enter Advanced Mathematics (BEAM) program. Increased expansion of opportunities for dual credit and advanced placement. Increased opportunities for High School credit in Middle Schools such as, but not limited to, Project Lead the Way (PLTW), Algebra I, and Geometry. Pay fees, supplies, kits, technology, curriculum etc. **Strategy's Expected Result/Impact:** Increased enrollment numbers in advanced courses. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Advanced Academics Director, Core Content Directors, Campus Administrations, Counselors, and **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 489.11.6495.00.047.11.0.00 - Project Lead The Way (489) - $950, 489.11.6399.00.047.11.0.00 - Project Lead The Way (489) - $1,254	30%	100%	100%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: Goal 1: D.M. Sauceda 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. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 6: Fine Arts: 65% of Fine Arts groups will receive the highest rating as per their category in UIL Contest and or sanctioned competition

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Students will attend all competitions for their respective department **Strategy's Expected Result/Impact:** Audience, Judges and Staff **Staff Responsible for Monitoring:** All Fine Arts Staff				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide staff development for all fine arts staff. Employ contracted services for department staff and students. **Strategy's Expected Result/Impact:** Sign In sheets Contest Ratings **Staff Responsible for Monitoring:** All Fine Arts Staff **Funding Sources:** - Student Activity 865 - $200				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: All Fine Arts Teachers will provide concerts, recitals, exhibits, and performances for Parents **Strategy's Expected Result/Impact:** Recitals, Exhibits **Staff Responsible for Monitoring:** All Fine Arts Staff				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Fine Arts staff will provide entertainment for any Parental Involvement meetings at the request of Campus Administrators **Strategy's Expected Result/Impact:** Performances at the different events **Staff Responsible for Monitoring:** Fine Arts Staff	30%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Fine Arts Department will hold event for student recognition of all accomplishments of all Fine Arts Students for the school year. **Strategy's Expected Result/Impact:** Student Participation **Staff Responsible for Monitoring:** Fine Arts Director Fine Arts staff	30%	100%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Fine Arts travel, incentive, supplies and equipment for students **Strategy's Expected Result/Impact:** Student Participation **Staff Responsible for Monitoring:** Fine Arts Staff **Funding Sources:** - Student Activity 865 - $1,000	30%	100%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Support training and activities in nontraditional fields **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, Secondary Campus Principals, CTE Staff, Advisory Comm. Members	30%	100%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowing success in the CTE programs for special populations **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, Secondary Campus Principals, CTE Staff				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide strategies that are designed to enable special populations to meet or exceed the local adjusted levels of performance **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, Secondary Campus Principals, CTE Staff				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Goal 1: D.M. Sauceda 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. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 7: Physical Education: The District will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for p.e. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Collect fitness data for all students at all campuses enrolled in PE/Health using FITNESSGRAM. **Strategy's Expected Result/Impact:** Fitnessgram pre- and post- tests in 6th grade Fitnessgram data (annual) in grades 3-12 **Staff Responsible for Monitoring:** Campus PE/Health teachers Principal and Director monitoring				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students **Strategy's Expected Result/Impact:** Campus grade-level rosters **Staff Responsible for Monitoring:** HR Department Campus Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Maintain up-to-date PE/Health timelines in online Curriculum Collaborative aligning state standards and district-adopted curricula **Strategy's Expected Result/Impact:** Curriculum timeline **Staff Responsible for Monitoring:** Director Head PE/Health teacher	30%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Maintain a Coordinated School Health program through P.E. classes. Teachers will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. **Strategy's Expected Result/Impact:** Agendas Sign-ins **Staff Responsible for Monitoring:** 10.0 Directors of the following departments: -Federal Programs -Food Services/Nutrition -Nursing -Physical Education -Safety -Student Support Services -Parental Involvement	30%	85%	85%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: P.E. travel, incentives, supplies and equipment for students. **Strategy's Expected Result/Impact:** P.E staff student participation **Staff Responsible for Monitoring:** P.E staff	30%	70%	85%	→

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

Goal 1: Goal 1: D.M. Sauceda 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. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 8: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 95.6 for all students

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify and provide RTI, tutoring, counseling, and school/community resources to homeless students. **Strategy's Expected Result/Impact:** Students will master state administered assessments. **Staff Responsible for Monitoring:** Early Childhood Director	30%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Conduct 6 wk. attendance audits Study trends to target populations and maintain accurate records. **Strategy's Expected Result/Impact:** Improved ADA Six Weeks attendance rates Annual ADA rate **Staff Responsible for Monitoring:** Campus administration Intake/attendance dept. Truancy Officers McKinney-Vento Dept.	30%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Follow district written protocol to address truancy and attendance trends	30%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Follow intake center procedures and comply with the provisions of the McKinney Vento Act and train on registration procedures **Strategy's Expected Result/Impact:** Registration documentation **Staff Responsible for Monitoring:** Director & Attendance Staff	Sept	Dec	Mar	June
	30%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Formation of campus based attendance committee **Strategy's Expected Result/Impact:** Enrollment Data **Staff Responsible for Monitoring:** Director & Attendance Staff, campus administrators	Sept	Dec	Mar	June
	30%	30%	70%	

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Ensure campuses inform parents on attendance rules, credit denial, promotion and truancy **Strategy's Expected Result/Impact:** Meeting agenda, Sign-In Sheets **Staff Responsible for Monitoring:** Attendance Director and staff	Sept	Dec	Mar	June
	30%	100%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Assist schools with recovering leavers and train on leaver recovery. **Strategy's Expected Result/Impact:** AEIS **Staff Responsible for Monitoring:** Director & Attendance Staff	Sept	Dec	Mar	June
	30%	100%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Examine attendance records and follow up on student absences and truancy. Campus cleanup. **Strategy's Expected Result/Impact:** Truancy Court Records Campus Referrals **Staff Responsible for Monitoring:** Attendance Staff & Director	Sept	Dec	Mar	June
	30%	100%	100%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Increase attendance rate during state testing. Ensure migrant students taking state exam are present at testing time by monitoring attendance and provide appropriate interventions. **Strategy's Expected Result/Impact:** Attendance Report **Staff Responsible for Monitoring:** Migrant Counselors and Migrant Strategists	30%	100%	100%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Incentive Program district and campus incentive **Strategy's Expected Result/Impact:** Warning letters, weekly court filings, meetings with truant students. **Staff Responsible for Monitoring:** District and Campus level staff	30%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Goal 1: D.M. Sauceda 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. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 9: Advanced Academics: The District will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Students will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, Science Bowl, HESTEC and Science Fair. Including supplies to fund activities. Including annual student technology leadership conference. **Strategy's Expected Result/Impact:** Classroom observation and lesson plans **Staff Responsible for Monitoring:** Campus admin Gifted/Talented Teachers AAS Direct **Funding Sources:** - Local (199) - $2,000, - GT (168) - $5,740, - Local (199) - $1,080	30%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will be provided opportunities to participate in high level extracurricular activities such as spelling bee, UIL, & Battle of the Books. **Strategy's Expected Result/Impact:** Generated & paid for requisitions **Staff Responsible for Monitoring:** AAS Director, Campus admin **Funding Sources:** - Local (199) - $50	30%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Sec.: Pre-AP/AP students will participate in summer reading program. **Strategy's Expected Result/Impact:** List of assignments and books **Staff Responsible for Monitoring:** Campus admin AAS Director Librarians, Pre-AP teachers	30%	30%	45%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Pay for fees and dues for student council, NJHS, yearbook and other organizations to promote student leadership/college readiness. **Strategy's Expected Result/Impact:** Student needs, grades, teacher nomination or campus admin nomination. **Staff Responsible for Monitoring:** Campus admin **Funding Sources:** - Local (199) - 199.11.6495.00047.11.0.00 - $500	30%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide adequate/effective GT basic and 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 and certificates generated **Staff Responsible for Monitoring:** AAS Director, Campus Admin.	30%	100%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Offer opportunities for training by Region 1, UTPA Advanced Placement Institute, Layering the Foundation, Pre AP GT trainings to ensure teachers are implementing correctly **Strategy's Expected Result/Impact:** Sign-in sheets and certificates of training. **Staff Responsible for Monitoring:** AAS Director and teachers	30%	100%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Provide and train administrators & counselors on the Texas State Plan for gifted. **Strategy's Expected Result/Impact:** Sign in sheets & certificates **Staff Responsible for Monitoring:** AAS Director, Campus Admin.	Sept	Dec	Mar	June
	30%	100%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Provide foundation or continued training to Pre-AP/AP teachers (Texas State Plan requires teachers teaching PreAP/AP which is how our G/T are provided services at secondary level to attend a minimum of 12 hours in GT training; Donna ISD selects to have secondary teachers acquire their training through Pre-AP Summer Institute. **Strategy's Expected Result/Impact:** Sign in sheet and certificates generated **Staff Responsible for Monitoring:** AAS Director, Campus Admin.	Sept	Dec	Mar	June
	30%	100%	100%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: Provide information to parents on G/T through parent meetings at the district level, through district newspaper and through newsletters sent home. **Strategy's Expected Result/Impact:** Newsletter **Staff Responsible for Monitoring:** Campus Admin, AAS Director, and teachers.	Sept	Dec	Mar	June
	30%	100%	100%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
Strategy 10: Sec. Recognition of Tex Prep students at end of year awards **Strategy's Expected Result/Impact:** Results given to Donna ISD by UTPA Tex Prep acceptance of students. **Staff Responsible for Monitoring:** AAS Director & Campus Admin.	Sept	Dec	Mar	June
	✗	✗	✗	✗

Strategy 11 Details	Reviews			
	Formative			Summative
Strategy 11: Provide G/T instructional resources to supplement instructional programs in all core areas, when applicable. Such as instructional supplies **Strategy's Expected Result/Impact:** Classroom observation, lesson plans, and assessments **Staff Responsible for Monitoring:** AAS director & Campus Admin.	Sept	Dec	Mar	June
	30%	100%	100%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide access for 7th grade students to take the ACT Test. Duke University Talent Search. **Strategy's Expected Result/Impact:** ACT Test Results **Staff Responsible for Monitoring:** Principals, Dean, & Counselors **Funding Sources:** - Local (199) - 199.11.6339.00.047.11.0.00 - $600	✗	✗	✗	✗

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Ensure that students taking the ACT test are provided test prep materials **Strategy's Expected Result/Impact:** ACT Test Results **Staff Responsible for Monitoring:** Principals, & Academic Counselors	30%	30%	0%	→

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Recognize TPSP participants with medals or by placing in the district newspaper. **Strategy's Expected Result/Impact:** Competition results **Staff Responsible for Monitoring:** AAS Director, Campus Admin., & Classroom Teachers	30%	30%	0%	✗

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

Goal 1: Goal 1: D.M. Sauceda 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. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 10: Testing & Evaluation: All eligible students will participate in the state mandated assessments.

Participate in the Texas Assessment Annual State Testing Conference

Evaluation Data Sources: conference registration

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Follow Testing Calendar of Events to include all deadlines, submissions, and test administrations **Strategy's Expected Result/Impact:** Texas Assessment Management System **Staff Responsible for Monitoring:** Director of Testing & Campus Principals	30%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Plan, Organize, and Coordinate Campus Testing Coordinator Training's to safeguard all testing procedures, policies, oaths, and test securities. **Strategy's Expected Result/Impact:** Agendas and Sign In Sheets **Staff Responsible for Monitoring:** Director of Testing & Campus Principals	30%	50%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Attend Region I training's for testing coordinators and any other training's required to enhance knowledge in testing and evaluation. Participate in the Texas Assessment Annual State Conference **Strategy's Expected Result/Impact:** Certificate of Attendance **Staff Responsible for Monitoring:** Director of Testing **Funding Sources:** 255 - Teacher/Principal (255) - 255.23 - $1,571	30%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Attend training's for testing, curriculum updates, instructional innovations and any other training's required to enhance knowledge in testing and evaluation. Travel for professional development training. **Strategy's Expected Result/Impact:** Certificate of Attendance **Staff Responsible for Monitoring:** Director of Testing Principal Assistant principal Dean of Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Supplies, incentives, and equipment for testing Supplies, incentives, awards, certificates, etc. for teacher appreciation week. Including meals and snacks for teachers. **Staff Responsible for Monitoring:** Principal Dean of Instruction **Funding Sources:** - Local (199) - $2,000, - Student Activity 865 - $500, - Coke Activity Account 899 - $1,000, - Faculty Account 897 - $1,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Extended day instruction will be conducted to target students that are border line meets and masters level on the state assessment proficiency levels. **Strategy's Expected Result/Impact:** increase number of students performing at meets and masters proficiency state levels **Staff Responsible for Monitoring:** Administration				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Goal 1: D.M. Sauceda 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. The campus will implement a balanced literacy program that will result in more students reading on or above grade level.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 11: 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.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Staff will attend GEAR UP meetings/conferences provided by Region One Education Center for professional development. **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	X	X	X	X

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 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 **Funding Sources:** - Gear Up (274) - 274.11.6494.00.047.24.0.00 - $2,680	X	X	X	X

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 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 **Funding Sources:** - Gear Up (274) - 274.61.6419.00.047.24.0.00 - $700	X	X	X	X

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 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 **Funding Sources:** - Gear Up (274) - 274.11.6494.00.047.24.0.00 - $2,680	X	X	X	X

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 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:** - Gear Up (274) - 274.11.6399.00.047.24.0.00 - $5,250	X	X	X	X

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 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 **Funding Sources:** - Gear Up (274) - 274.11.6499.00.047.24.0.00	X	X	X	X

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: District budget 274 will be used to reimburse the campus/district expenses associated with employee travel/ hotel accommodations to meetings, home visits, training, 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 **Funding Sources:** - Gear Up (274) - 274.13.6411.00.047.24.0.00 - $500	X	X	X	X

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 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:** - Gear Up (274) - 274.11.6118.00.047.24.0.00 - $5,872	X	X	X	X

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

Goal 2: D.M. Sauceda will create an inviting educational environment where the percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

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

Evaluation Data Sources: iStation, STAAR and STAAR EOC, TELPAS, PBMAS

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will use the district curriculum and instruction guide as the primary sources of instructional direction for all subject areas. BG2 **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding STAAR standards per core content area. **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: D.M. Sauceda will create an inviting educational environment where the percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

Performance Objective 2: Library Services: The Library Services Department will facilitate the purchase of and monitor usage of key literacy programs utilized in the district, including Accelerated Reader and myON for grades Pre-K-8th.

Evaluation Data Sources: MyOn purchase, AR purchase, reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Equipment such as IPADS, headphones with microphone sets for classroom labs. Dictionaries, books, materials, planners etc. Including consumable, non-consumable/ teacher supplies. (BG2) **Strategy's Expected Result/Impact:** Reading Levels and STAAR academic outcomes. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Principal, Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title III (263) - 263.13.6399.00.047.25.0.00 - $1,120, - State Comp.(164) - 164.11.6399.00.047.30.0.00 - $9,008, - Title I (211) - 211.11.6399.00.047.24.0.00 - $13,508, - Local (199) - $5,000	30%	100%	100%	100%

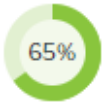
No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: D.M. Sauceda will create an inviting educational environment where the percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

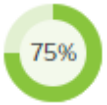
BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

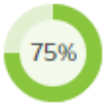
Performance Objective 3: Performance Objective 1: The campus will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, PBMAS) and Federal/NCLB (AYP).

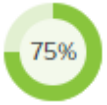
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Core Content teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. (BG2) **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding STAAR standards per core content area. **Staff Responsible for Monitoring:** Campus Principals, DEANS, Curriculum Specialists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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 Reading, Writing, Math, Science, and Social Studies (BG2) **Strategy's Expected Result/Impact:** Increased student performance as measured by District and State assessments. **Staff Responsible for Monitoring:** Campus Principals, DEANS, Curriculum Specialist, Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Obtain and provide program manipulatives, models, consumable, non-consumable materials (textbooks/magazines) and any other classroom instructional materials or resources for all core content areas and all student populations. Including Physical Education equipment, library resources, and media. Library Author Visit. Library T- Shirts. Supplies and materials for Robotics class. ABYDOS Writing Curriculum. Supplies for AVID students. Program software such as IXL for writing, Edusmart for Science, Reading ESL Smart and any other needed computer software. Purchase Pear deck licenses for virtual classrooms. Contracted Services for student training and development. Pay for fees and license of Nearpod School License (Digital Citizenship and Literacy Curriculum). Fees for registration competitions ie. robotics (BG2) **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, TELPAS, TPRI, Tejas Lee, & PBMAS. **Staff Responsible for Monitoring:** Campus Administration, Executive Directors, and Core Content Directors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Title I (211) - 211.11.6399.00.047.24.0.00 - $49,182, - Title IV 289 - 289.11.6412.00.047.11.0.00 - $10,899, - Local (199) - $6,500, - Project Lead The Way (489) - $6,750				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, 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. Consultant for Reading and Writing such as Kaye Price. Region One training, Diana Ramirez, Sylvan Learning, STAAR Social Studies Training. Math Links Garland Training, RGVCTM. CAST science training, RGVSA science training, and James Madison Legacy Project Social Studies such as Margarita Calderon. AVID training/conference. Training to support librarian and aide. Registration, entry fees, travel to attend and participate in professional development. Contracted services from signed interpreter. (BG2) **Strategy's Expected Result/Impact:** Professional Development Plan, 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:** Executive Directors, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers,Technology Director and Bilingual Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title III (263) - 263.13.6291.00.047.25.0.00 - $2,000, - Title I (211) - 211.11.6399.00.047.24.0.00 - $2,000, - Teacher/Principal (255) - 255.13.6411.00.047.24.0.00 - $2,715.50, - Local (199) - $2,800, - Teacher/Principal (255) - 255.13.6329.00.047.24.0.00 - $300, - Project Lead The Way (489) - $2,500, - Teacher/Principal (255) - $4,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Monitor implementation of best instructional practices presented during professional development and all staff training. Campus wide book study - text book / field guide etc. (BG2) **Strategy's Expected Result/Impact:** Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide support to struggling learners through improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. (BG2) **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. **Staff Responsible for Monitoring:** Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, Executive Directors, Bilingual Director, Chief of Special Programs, and Chief Academic Officer **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	75%	80%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Implement district initiatives such as Guided Reading, Language Live, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Softwares, Accelerated Reading, Student Portfolios, Kagan Strategies, Sheltered Instruction, and College Readiness Activities. UIL travel, activities , incentives, fees and dues for participation. (BG2) **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Administration, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: The district will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. (BG2) **Strategy's Expected Result/Impact:** Gradebook **Staff Responsible for Monitoring:** Executive Directors, Content Directors, Campus Administration, and Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4	30%	100%	100%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Develop, implement, and monitor a literacy plan where every student including ESL students are provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Equipment such as IPADS, headphones with microphone sets for classroom labs. Dictionaries, books, materials, planners etc. Including consumable, non-consumable/ teacher supplies. (BG2) **Strategy's Expected Result/Impact:** Reading Levels and STAAR academic outcomes. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Principal, Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title III (263) - 263.13.6399.00.047.25.0.00 - $1,120, - Title I (211) - 211.11.6399.00.047.24.0.00 - $13,508, - Local (199) - $5,000	30%	90%	85%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. Offer supplemental instruction by offering: Extended day tutoring in core content areas(before/after or on Saturdays); extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness. Follow a modified campus schedule during the school day to implement intervention/recovery period. extra pay for assistants during tutorials and testing. (BG2) **Strategy's Expected Result/Impact:** District Assessment Results and State Assessment Results student sign sheets **Staff Responsible for Monitoring:** Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - $800, - Title I (211) - 211.11.6399.00.047.24.0.00 - $5,000	30%	100%	100%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance, completion, and dropout prevention efforts. (BG2) **Strategy's Expected Result/Impact:** Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports **Staff Responsible for Monitoring:** Ida Garcia - Director of Intake Center Truancy Officers Campus Principals Attendance Helpers Teachers Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Ensure the district's 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. (BG2) **Strategy's Expected Result/Impact:** Increased student performance as measured by district with state assessments and TELPAS **Staff Responsible for Monitoring:** Director of Bilingual Education, Executive Directors, Core Content Directors, Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

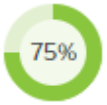
Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Determine advanced academic courses to be offered at every school and expand opportunities for high school credit and pre-advanced placement. (BG2) **Strategy's Expected Result/Impact:** Increased enrollment numbers in courses. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Administrations, Counselors, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Create more opportunities for students to participate in enrichment programs such as career interest, career day, technology, Robotics, athletics, band, extracurricular, student clubs, and languages other than English. (BG2) **Strategy's Expected Result/Impact:** Increased enrollment numbers in programs. sign-in sheets, invitation letters for career day and thank you notes. **Staff Responsible for Monitoring:** Director of Fine Arts, Director of Athletics, Director of Technology, Campus Administration, and Teachers. counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	90%	100%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments and district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs (BG2) **Strategy's Expected Result/Impact:** Assessment Reports **Staff Responsible for Monitoring:** Chief Academic Officer, Executive Directors, Core Content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Develop, implement, and monitor implementation of system which provides a college readiness environment. Educators would receive training to better integrate cognitive strategies, learning skills as well as techniques, to assist in the transition of knowledge and skills so students may build on their skill sets to help them succeed in college. Students will visit university and college campuses to experience the college atmosphere and continue to have interest in pursuing a post-secondary education. (BG2) **Strategy's Expected Result/Impact:** Texas Academic Performance Report of graduates enrolling in TX institutions of higher education(IHE). **Staff Responsible for Monitoring:** Campus Principals Campus Counselors Campus Administration GEAR UP Facilitators AVID Coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	30%	75%	

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: System Safeguards to meet federal accountability requirements will be implemented, monitored, and reviewed for each subject area and or student group where requirements were not met. (BG2) **Strategy's Expected Result/Impact:** Increased performance in an area addressed. **Staff Responsible for Monitoring:** Chief Financial Officer, Core Content Directors, Bilingual Director, Principals, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Students will participate in end of year celebrations, travel, and incentives for their academic achievements through out the year. Students will be provided spirit shirts to promote campus pride. Students will participate in career day events, travel, and incentives to promote college awareness and readiness. Students will participate in UIL events, travel, incentives, dues and fees, supplies and equipment for students to participate in UIL events. (BG2) **Strategy's Expected Result/Impact:** Attendance, honor roll, team participation sign-sheets, invitation letters, announcements and thank you notes. **Staff Responsible for Monitoring:** Admin, counselors and team leaders **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local (199) - $3,000, - Student Activity 865 - $1,975				

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Replace out-dated and inoperable computer lab equipment, other technology related equipment and furniture in classrooms, campus staff offices. Classroom sets of Ipads, projectors, batteries, light bulbs, security cameras, etc. (BG2) **Strategy's Expected Result/Impact:** Student test scores local and state, lesson plans, walkthroughs, PO **Staff Responsible for Monitoring:** Campus administration, team leaders, department leaders, librarian, teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Title I (211) - 211.11.6399.00.047.24.0.00 - $3,000, - Local (199) - $2,677				

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Pay for fees and dues for AVID and other organizations to promote student leadership/college readiness. AVID Budget part time employees, AVID office supplies, travel, transportation, dues and fees, teacher travel for professional development. (BG2) **Strategy's Expected Result/Impact:** Purchase Order **Staff Responsible for Monitoring:** AVID Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local (199) - 199.11.6118.00.047.11.0.EP - $1,500, - Local (199) - 199.11.6125.00.047.31.0.00 - $9,213, - Local (199) - 199.11.6141.00.047.31.0.00 - $150, - Local (199) - 199.11.6143.00.047.31.0.00 - $150, - Local (199) - 199.11.6145.00.047.31.0.00 - $130, - Local (199) - 199.11.6146.00.047.31.0.00 - $158, - Local (199) - 199.11.6399.00.047.31.0.00 - $300, - Local (199) - 199.11.6412.00.047.31.0.00 - $3,500, - Local (199) - 199.11.6497.00.047.31.0.00 - $3,899, - Local (199) - 199.13.6411.00.047.31.0.00 - $6,000				

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21: Pay fees and dues for operating lease of copy machines for instructional purposes and additional operating leases. Principal operating lease Principal office ink (BG2) **Strategy's Expected Result/Impact:** Purchase Order **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local (199) - $30,000				

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 22: Replace outdated and inoperable equipment for security guards. radios, batteries, security cameras, wands, carts, supplies, uniform security shirts, etc. (BG2) **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local (199) - $2,000				

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 23: Promote Science Career Pathway through STEM program for 6th-8th students by attending and collaborating with academic university learning opportunity excursions trips. (BG2) **Strategy's Expected Result/Impact:** Create college readiness awareness and increase Science Career Pathways as a choice of study in High School as well as increase success in 8th Science state assessment **Staff Responsible for Monitoring:** Campus Administration, 6th-8th and Elective Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title IV 289 - 289.11.6411.00.047.11.0.00 - $2,640, - Title IV 289 - 289.11.6412.00.047.11.0.00 - $5,809, - Local (199) - 199.11.6494.00.047.11.0.00 - $1,000	30%	30%	90%	→

Strategy 24 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 24: Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. Offer supplemental instruction by offering: Extended day tutoring in core content areas(before/after or on Saturdays); extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness. Follow a modified campus schedule during the school day to implement intervention/recovery period. extra pay for assistants during tutorials and testing. (BG2) **Strategy's Expected Result/Impact:** District Assessment Results and State Assessment Results student sign sheets **Staff Responsible for Monitoring:** Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - $800, - Title I (211) - 211.11.6399.00.047.24.0.00 - $5,000, - Student Activity 865 - $600	30%	30%	100%	100%

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

Goal 3: Goal 3: D.M. Sauceda 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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. Offer supplemental instruction by offering: Extended day tutoring in core content areas(before/after or on Saturdays); extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness. Follow a modified campus schedule during the school day to implement intervention/recovery period. extra pay for assistants during tutorials and testing. (BG2) **Strategy's Expected Result/Impact:** District Assessment Results and State Assessment Results student sign sheets **Staff Responsible for Monitoring:** Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - $800, - Title I (211) - 211.11.6399.00.047.24.0.00 - $5,000	30%	90%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Monitor implementation of best instructional practices presented during professional development and all staff training. Campus wide book study - text book / field guide etc. (BG2) **Strategy's Expected Result/Impact:** Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, 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. Consultant for Reading and Writing such as Kaye Price. Region One training, Diana Ramirez, STAAR Social Studies Training. Math Links Garland Training, RGVCTM. CAST science training, RGVSA science training, and James Madison Legacy Project Social Studies such as Margarita Calderon. AVID training/conference. Training to support librarian and aide. Registration, entry fees, travel to attend and participate in professional development. Contracted services from signed interpreter. (BG2) **Strategy's Expected Result/Impact:** Professional Development Plan, 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:** Executive Directors, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers,Technology Director and Bilingual Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title III (263) - 263.13.6291.00.047.25.0.00 - $2,000, - Title I (211) - 211.11.6399.00.047.24.0.00 - $2,000, - Teacher/Principal (255) - 255.13.6411.00.047.24.0.00 - $2,715.50, - Local (199) - $2,800, - Teacher/Principal (255) - 255.13.6329.00.047.24.0.00 - $300, - Project Lead The Way (489) - $2,500, - Teacher/Principal (255) - $4,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Obtain and provide program manipulatives, models, consumable, non-consumable materials (textbooks/magazines) and any other classroom instructional materials or resources for all core content areas and all student populations. Including Physical Education equipment, library resources, and media. Library Author Visit. Library T- Shirts. Supplies and materials for Robotics class. ABYDOS Writing Curriculum. Supplies for AVID students. Program software such as IXL for writing, Edusmart for Science, Reading ESL Smart and any other needed computer software. Contracted Services for student training and development (BG2) **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, TELPAS, TPRI, Tejas Lee, & PBMAS. **Staff Responsible for Monitoring:** Campus Administration, Executive Directors, and Core Content Directors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Title I (211) - 211.11.6399.00.047.24.0.00 - $23,000, - Title IV 289 - 289.11.6412.00.047.11.0.00 - $1,000, - Local (199) - $6,500, - Project Lead The Way (489) - $6,750	30%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: 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 Reading, Writing, Math, Science, and Social Studies (BG2) **Strategy's Expected Result/Impact:** Increased student performance as measured by District and State assessments. **Staff Responsible for Monitoring:** Campus Principals, DEANS, Curriculum Specialist, Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4	30%	100%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Core Content teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. (BG2)				

Strategy's Expected Result/Impact: Increased number of students meeting or exceeding STAAR standards per core content area.
Staff Responsible for Monitoring: Campus Principals, DEANS, Curriculum Specialists, Campus Administration

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: Goal 3: D.M. Sauceda 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.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Determine advanced academic courses to be offered at every school and expand opportunities for high school credit and pre-advanced placement. (BG2) **Strategy's Expected Result/Impact:** Increased enrollment numbers in courses. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Administrations, Counselors, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	80%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments and district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs (BG2) **Strategy's Expected Result/Impact:** Assessment Reports **Staff Responsible for Monitoring:** Chief Academic Officer, Executive Directors, Core Content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Develop, implement, and monitor implementation of system which provides a college readiness environment. Educators would receive training to better integrate cognitive strategies, learning skills as well as techniques, to assist in the transition of knowledge and skills so students may build on their skill sets to help them succeed in college. Students will visit university and college campuses to experience the college atmosphere and continue to have interest in pursuing a post-secondary education. (BG2) **Strategy's Expected Result/Impact:** Texas Academic Performance Report of graduates enrolling in TX institutions of higher education(IHE). **Staff Responsible for Monitoring:** Campus Principals Campus Counselors Campus Administration GEAR UP Facilitators AVID Coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	30%	30%	→

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

Goal 3: Goal 3: D.M. Sauceda 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: CTE: The District will 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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses **Strategy's Expected Result/Impact:** Student Schedules, Lesson Plans, PDAS, TAKS,EOC, Benchmarks, PEIMS, PBM, Certification/College Hours Earned, Achieve Texas Graduation Plans **Staff Responsible for Monitoring:** CTE Director, Secondary Campus Principals, CTE Staff	30%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Support training and activities in nontraditional fields **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, Secondary Campus Principals, CTE Staff, Advisory Comm. Members				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Goal 3: D.M. Sauceda 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: Advanced Academics: The percentage of students taking AP/ACT/SAT tests will increase from _____ to _____.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Determine advanced academic courses to be offered at every school and expand opportunities for high school credit and pre-advanced placement. (BG2) **Strategy's Expected Result/Impact:** Increased enrollment numbers in courses. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Administrations, Counselors, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Goal 3: D.M. Sauceda 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: Special Education: Goal/Objective related to CCMR (IEP completion, workforce readiness)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide district and campus trainings in the area of student behavior (Ex. FBA, BIP, behavior strategies) restorative discipline (BG2) **Strategy's Expected Result/Impact:** -reduction in ISS placements -reduction in OSS placements -reduction in DAEP placements increase in academic performance **Staff Responsible for Monitoring:** Director Supervisor LSSPs social workers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide campus reviews with teachers and campus administration on student academic performance. Teachers will submit weekly data and implement to drive instruction. STAAR tested teachers will meet weekly to review lowest performing TEK(s) and implement action plan during PLC. Review bundle data and re-teach challenging TEK(s). **Strategy's Expected Result/Impact:** increase in student academic performance **Staff Responsible for Monitoring:** Special Education Administrators Educational Diagnosticians	30%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide academic support through supplemental resources to campuses. Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. (BG2) **Strategy's Expected Result/Impact:** increase in student academic performance **Staff Responsible for Monitoring:** Special Education Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - IDEA (224) - $1,400, - State Special Ed. (165) - $1,800	30%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Goal 3: D.M. Sauceda 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: Bilingual/ESL Education: Increase the number of students participating in the ESL Program graduate CCMR complete.

Evaluation Data Sources: TSI Data, ACT/SAT Data, TAPR, Certificate Data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement district initiatives such as Guided Reading, Language Live, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Softwares, Accelerated Reading, Student Portfolios, Kagan Strategies, Sheltered Instruction, and College Readiness Activities. UIL travel, activities , incentives, fees and dues for participation. (BG2) **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Administration, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide support to struggling learners through improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. (BG2) **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. **Staff Responsible for Monitoring:** Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, Executive Directors, Bilingual Director, Chief of Special Programs, and Chief Academic Officer **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Goal 3: D.M. Sauceda 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 7: The core content areas will provide support for the creation of new AP and other advanced courses in order to ensure student access and completion of those courses.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Determine advanced academic courses to be offered at every school and expand opportunities for high school credit and pre-advanced placement. (BG2) **Strategy's Expected Result/Impact:** Increased enrollment numbers in courses. **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Administrations, Counselors, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Create more opportunities for students to participate in enrichment programs such as career interest, career day, technology, Robotics, athletics, band, extracurricular, student clubs, and languages other than English. (BG2) **Strategy's Expected Result/Impact:** Increased enrollment numbers in programs. sign-in sheets, invitation letters for career day and thank you notes. **Staff Responsible for Monitoring:** Director of Fine Arts, Director of Athletics, Director of Technology, Campus Administration, and Teachers. counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	90%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Develop, implement, and monitor implementation of system which provides a college readiness environment. Educators would receive training to better integrate cognitive strategies, learning skills as well as techniques, to assist in the transition of knowledge and skills so students may build on their skill sets to help them succeed in college. Students will visit university and college campuses to experience the college atmosphere and continue to have interest in pursuing a post-secondary education. (BG2) **Strategy's Expected Result/Impact:** Texas Academic Performance Report of graduates enrolling in TX institutions of higher education(IHE). **Staff Responsible for Monitoring:** Campus Principals Campus Counselors Campus Administration GEAR UP Facilitators AVID Coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Goal 4: D.M. Sauceda 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: Business and Finance: The District will ensure fiscal responsibility by reviewing internal controls of at least 3 departments per year, maintain a financial transparency website that has a minimum 20 points awarded by the Texas Comptroller of Public accounts, and maintain proper allocation of resources to improve student achievement by ensuring 90 days of General Fund- Fund Balance remains in unassigned classification.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Allocate funding accordingly for office expenditures and administrative travel mileage for office staff counselor travel/supplies **Strategy's Expected Result/Impact:** training logs **Staff Responsible for Monitoring:** principal **Funding Sources:** - Local (199) - $2,000, - Teacher/Principal (255) - $4,715.50, - Faculty Account 897 - 897.00.21.90.01.47.00.0.00 - $650, - Coke Activity Account 899 - 899.00.2190.00.047.00.00 - $500	30%	100%	100%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Goal 4: D.M. Sauceda 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: Federal Programs-The district will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA, 90% of federal budgets will be spent.

Evaluation Data Sources: ESSA Application and Compliance Reports

Summative Evaluation: Met Objective

Goal 4: Goal 4: D.M. Sauceda 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: Human Resources: The District will maintain a 100% highly qualified status for the staffing requirements of the ESSA. The District will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%. Human Resources: The District will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Summative Evaluation: Met Objective

Goal 4: Goal 4: D.M. Sauceda 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 4: Testing & Evaluation Department: The Testing Department will ensure that all 3rd-12th grade students are tested with the required state assessments. The Testing Department will ensure that 100% of the Campus Testing Coordinators, Principals, and other staff involved with testing receive appropriate training yearly.

Summative Evaluation: Met Objective

Goal 4: Goal 4: D.M. Sauceda 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 5: Expenditures: The District will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Summative Evaluation: Met Objective

Goal 4: Goal 4: D.M. Sauceda 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 6: Warehouse/Fixed Assets/Textbooks - Warehouse Departments will ensure all requisitions requested by campuses and department district-wide are expedited in a timely manner as per identified needs.

Summative Evaluation: Met Objective

Goal 4: Goal 4: D.M. Sauceda 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 7: Custodial Department will ensure to maintain the building, its premises and the facilities within, keeping them safe and clean.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Contracted maintenance and repair supplies for maintenance and operations Bell Adjustments Wax/Flat beds Mats for campus **Strategy's Expected Result/Impact:** purchase orders **Staff Responsible for Monitoring:** Principals **Funding Sources:** - Local (199) - $1,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Goal 4: D.M. Sauceda 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 8: Maintenance Department will provide students, staff and visitors with a safe and comfortable learning environment by maintaining well kept facilities.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Sauceda 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: Risk Management: The District will ensure that a District 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

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Sauceda 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: Police Department: The District 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 at the respective campuses.

Evaluation Data Sources: PEIMS Discipline Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Install key-less entry systems with cameras where visitors must be buzzed in to enter the building. **Strategy's Expected Result/Impact:** Safer Campus **Staff Responsible for Monitoring:** Campus administration Police Dept. **Funding Sources:** - Title IV 289 - $13,002	30%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Install door barricade systems to all classrooms to be used in the event of a lock down/shelter in place situation. **Strategy's Expected Result/Impact:** Safer campus **Staff Responsible for Monitoring:** Campus administration Police Dept. **Funding Sources:** - Title IV 289 - $7,000	30%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Goal 5: D.M. Sauceda 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: Insurance: The District will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Evaluation Data Sources: Insurance policies to employees and students.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Sauceda 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: Nursing/Health Services: The District will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

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

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Sauceda 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: Nutrition/Food Services: The District will provide nutritional meals to 100% of all PK-12 students to support academic success.

Targeted or ESF High Priority

Evaluation Data Sources: Meals served, checks to campus cafeterias from nutrition department.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Sauceda 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: Student Support Services: The District will ensure our Middle School and High School students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Evaluation Data Sources: LPC reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide incentives for students to celebrate achievements and will be given awards, certificates, trophies, plaques, motivational items (Student of the month, counselor awards, A&B honor roll). Motivational items and contracted services for student events. **Strategy's Expected Result/Impact:** 6 wks exams, benchmarks, report cards, grades, red ribbon week, other important events. **Staff Responsible for Monitoring:** counselors, dean and principal **Funding Sources:** - Local (199), - Student Activity 865	30%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide uniforms for student who quality for assistance. Such as school supplies, uniforms, under garments, eye glasses, shoes and jackets. **Strategy's Expected Result/Impact:** application for clothing services **Staff Responsible for Monitoring:** counselors, nurse and administrators **Funding Sources:** - Title I (211) - 211.32.6499.00.047.24.0.00 - $1,500	30%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Restorative discipline training for staff **Staff Responsible for Monitoring:** teachers, counselors, and administrators	30%	100%	100%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 5: Goal 5: D.M. Sauceda 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 7: Transportation department : 88 bus drivers will transport students each morning on time. With a goal of all students arriving 15 minutes prior to the start of instructional day, in order to serve breakfast. District GPS system will measure routes and time to campuses. The district goal is 99.8% without any incidents.

Evaluation Data Sources: Utilizing our GPS locator devices. this will be our tool to evaluate our time of location stops and measure or time of delivery of student at campuses.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Sauceda 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 8: Fine Arts: The District will assist teachers and students to achieve the highest level of excellence in all interscholastic competitions and increase the overall percentage of high school students on track to obtaining Arts and Humanities endorsement by 10%

Evaluation Data Sources: Professional development, Inventory reports, Lesson plans, Evaluation reports, Competition results, PEIMS enrollment reports, PEIMS endorsement reports.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Sauceda 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 9: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 95.6 for all students.

Evaluation Data Sources: TAPR report/PBMAS

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Sauceda 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 10: Physical Education: The District will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Sauceda 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 11: Advanced Academics: The District will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Sauceda 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 12: Technology: Students K-8th grades will learn about digital citizenship and cyberbullying using online curriculum.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Sauceda 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 13: Bilingual/ESL: The District will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Sauceda 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 14: Migrant: The District will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%

Evaluation Data Sources: PBMAS & STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify and recruit migrant children and youth, including annual residency verification and other ID/R activities as outlined in the Texas Manual for the Identification and Recruitment of Migrant Children. **Strategy's Expected Result/Impact:** certificates of eligibility, surveys increased numbers in the unique migrant count **Staff Responsible for Monitoring:** migrant director, recruiters, NGS clerks				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Encode all required data into the new generation system / NGS and conduct all required activities. **Strategy's Expected Result/Impact:** NGS reports **Staff Responsible for Monitoring:** NGS clerks				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Determine individual needs for instructional and support services that will Identify available resources and make referrals to address said needs such as dropout prevention programs, coordinate with the entities to ensure that the child has access to the appropriate services, and follow up to monitor and document progress. **Strategy's Expected Result/Impact:** sign in sheets, home visits, letters to parents, prescriptions **Staff Responsible for Monitoring:** migrant strategist, lab teachers, administrators, counselors, community liaisons, migrant family services coordinator.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Coordinate with available programs offering options for credit accrual to ensure that migrant students are accessing opportunities to earn needed credits and make-up coursework which is lacking due to late arrival and/or early withdrawal. **Strategy's Expected Result/Impact:** Increase in the promotion and graduation rate as per RDA standards **Staff Responsible for Monitoring:** Migrant strategists, lab teachers, academic counselors, CTE counselor				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide coordination of homework assistance and tools, collaboration with existing programs and organizations to coordinate student access to resources and; providing students and parents with up-to-date and easy to understand information on how to access homework assistance when needed. **Strategy's Expected Result/Impact:** Intervention Plans, Benchmark tracking document, home visitation reports equipment check-out documentation **Staff Responsible for Monitoring:** Migrant strategists; Migrant lab teachers; community liaison, migrant family services coordinator. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Goal 5: D.M. Sauceda 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 15: Special Education: The District will improve its overall academic rating in the area of reading and writing in 2018 Texas Education Agency Performance Based Monitoring Analysis System by one performance level indicator.

Summative Evaluation: Met Objective

Goal 5: Goal 5: D.M. Sauceda 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 16: S.T.E.A.M.: The STEAM program will foster curiosity, creativity, and critical thinking through meaningful and relevant learning experiences that will lead to increased academic success

Evaluation Data Sources: Community Performances, Project Based Learning; Showcasing Events, Virtual Performances, and Interscholastic Competitions

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide professional development on STEAM Integration and Models to STEAM teachers **Strategy's Expected Result/Impact:** The professional development will build teacher capacity to inspire curiosity, creativity , and critical thinking. **Staff Responsible for Monitoring:** District Personnel, Arts Facilitator, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Funding Sources:** online professional development - Title IV 289	30%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Support STEAM teachers with instructional resources that will provide students with meaningful and relevant learning experiences. **Strategy's Expected Result/Impact:** This strategy will create a learning environment that nurtures risk taking, creativity, and critical thinking. **Staff Responsible for Monitoring:** District Personnel, Arts Facilitator, and Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** The teachers need both digital audio workstations and video editing software - Title IV 289	30%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Goal 5: D.M. Sauceda 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 17: Academics: Increase opportunities for students to participate in and out of district academic enrichment programs.

Summative Evaluation: Met Objective

Goal 6: Goal 6: D.M. Sauceda 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: DLPAC: The District will maintain the required members in the District Level Planning and Advisory Committee to oversee district decisions, plans, and improvement activities at least 4 times per year.

Evaluation Data Sources: DLPAC meeting sign ins and agendas

Summative Evaluation: Met Objective

Goal 6: Goal 6: D.M. Sauceda 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: Parental and Family Engagement Department: The District 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.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide supplies, materials, and technology resources to parent centers to implement parental involvement initiatives throughout the year. **Strategy's Expected Result/Impact:** Purchase orders and all necessary documentation **Staff Responsible for Monitoring:** principal parent educator **Funding Sources:** - Title I (211) - $1,000	30%	100%	100%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: Goal 6: D.M. Sauceda 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: Bilingual/ESL: Participate in and/or provide at least 4 events/meetings/trainings/fairs/celebrations to inform parents of the district's Bilingual/ESL model.

Evaluation Data Sources: Sign-In Sheets, Flyers, Agendas, Acknowledgment Receipt Signature Sheet, and/or Handbook

Summative Evaluation: Met Objective

Goal 6: Goal 6: D.M. Sauceda will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 4: The migrant department will have 4 out 4 PAC meetings throughout the school year for migrant parents. (100%)

Evaluation Data Sources: PAC meeting agendas and sign in sheets.

Summative Evaluation: Met Objective

Goal 6: Goal 6: D.M. Sauceda will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 5: Nursing/Health Services: SHAC meeting presentations from community partners will be shared with all nursing staff to educate students and give parents information of where to go get medical assistance. Students will receive needed medical care. SHAC meetings will be held 4 times in a school year.

Evaluation Data Sources: SHAC Agendas and nurses end of the year reports/ number of students receiving medial treatment.

Summative Evaluation: Met Objective

Goal 6: Goal 6: D.M. Sauceda will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 6: Fine Arts: The district will inaugurate school/community committees and meet at least 4 times a school year to support continuous success for all Fine Art students.

Evaluation Data Sources: Fine Arts cross-curricular projects, Community engagement projects, Committee agendas/sign-in documents.

Summative Evaluation: Met Objective

Goal 6: Goal 6: D.M. Sauceda will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 7: Nutrition/Food Services: SHAC meetings at least 4 times a school year.

Targeted or ESF High Priority

Evaluation Data Sources: Shac agendas and meetings

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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: Risk Management: The District will ensure that a District 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

Summative Evaluation: Significant progress made toward meeting Objective

Goal 7: Donna I.S.D. 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: Police Department: The District 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 at the respective campuses.

Evaluation Data Sources: PEIMS Discipline Reports

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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: Insurance: The District will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Evaluation Data Sources: Insurance policies to employees and students.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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: Nursing/Health Services: The District will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

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

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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: Nutrition/Food Services: The District will provide nutritional meals to 100% of all PK3-12th grade students to support academic success.

Targeted or ESF High Priority

Evaluation Data Sources: Meals served, checking campus cafeterias from for safety & compliance of all meals prepared and served.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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: Student Support Services: The District will ensure our Middle School and High School students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Evaluation Data Sources: LPC reports

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 7: Transportation department : 88 bus drivers will transport students each morning on time. With a goal of all students arriving 15 minutes prior to the start of instructional day, in order to serve breakfast. District GPS system will measure routes and time to campuses. The district goal is 99.8% without any incidents.

Evaluation Data Sources: Utilizing our GPS locator devices. this will be our tool to evaluate our time of location stops and measure or time of delivery of student at campuses.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 8: Fine Arts: The District will assist teachers and students to achieve the highest level of excellence in all interscholastic competitions and increase the overall percentage of high school students on track to obtaining Arts and Humanities endorsement by 10%

Evaluation Data Sources: Professional development, Inventory reports, Lesson plans, Evaluation reports, Competition results, PEIMS enrollment reports, PEIMS endorsement reports.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 9: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 95.6 for all students.

Evaluation Data Sources: TAPR report/PBMAS

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 10: Physical Education: The District will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 11: Advanced Academics: The District will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 12: Technology: Students K-12th grades will learn about digital citizenship and cyberbullying using online curriculum.

Evaluation Data Sources: Learning.com Reports and Usage

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 13: Bilingual/ESL: The District will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 14: Migrant: Migrant population will increase the Meets passing rate by 5% in the content areas.

Evaluation Data Sources: RDA & STAAR

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 15: Special Education: The District will improve its overall academic rating in the area of reading and writing in 2020-2021 Texas Education Agency Results Driven Accountability, by one performance level indicator.

Evaluation Data Sources: RDA & STAAR

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 16: Academics: Increase opportunities for students to participate in and out of district academic enrichment programs.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 17: Donna ISD will increase the safety measures at each campus by upgrading the locking mechanisms for classroom doors and upgrading security measures at the entry points of campuses.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 18: Transportation Director

Evaluation Data Sources: Fleet Vision

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 19: Fleet vision is a software system that will upgrade our inventory and communicate with our mechanic's. Our goal is to have accountability with parts being used and a faster process with handling mechanical work. Our fleet vision team has trained our bus drivers to input information using a computer and the information will give a estimated count to our inventory clerk. The information provided by the bus driver will also be relayed to our head mechanic. Work orders are then created and given to the mechanic that specializes in the area that is wrong with the school bus. Fleet Vision will help with spending and cost organization. When Fleetvision is at full used at full capacity it will change the department into a computer oriented department.

Summative Evaluation: Met Objective

Goal 7: Donna I.S.D. 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 20: Academic Support: Implement and monitor Positive Behavior and Intervention Supports (PBIS) throughout participating campuses to decrease student discipline by 5%.

Evaluation Data Sources: Discipline referrals
Campus counseling student progress monitoring
LPC student progress monitoring
LSSP student progress monitoring

Summative Evaluation: Met Objective

Campus Funding Summary

Bilingual (162)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	10			$2,600.00
1	2	11			$2,400.00
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	$0.00

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$3,627.00
1	1	4		164.13.691	$5,000.00
1	1	4		164.11.6399.00.047.30.0.00	$2,000.00
1	1	9		164.11.6399.00.047.30.0.00	$3,627.00
1	1	10		164.11.6118.00.047.24.TT	$8,000.00
1	2	11		164.11.6118.00.047.24.TT	$8,000.00
2	2	1		164.11.6399.00.047.30.0.00	$9,008.00
				Sub-Total	$39,262.00
				Budgeted Fund Source Amount	$34,008.00
				+/- Difference	-$5,254.00

State Special Ed. (165)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	5	3			$1,800.00
				Sub-Total	$1,800.00
				Budgeted Fund Source Amount	$1,800.00
				+/- Difference	$0.00

GT (168)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$2,000.00
1	9	1			$5,740.00

GT (168)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$7,740.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	-$6,740.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$6,500.00
1	1	4			$2,800.00
1	1	9			$5,000.00
1	1	10			$800.00
1	1	18			$3,000.00
1	1	19			$2,677.00
1	1	20		199.11.6118.00.047.11.0.EP	$1,500.00
1	1	20		199.11.6125.00.047.31.0.00	$9,213.00
1	1	20		199.11.6141.00.047.31.0.00	$150.00
1	1	20		199.11.6143.00.047.31.0.00	$150.00
1	1	20		199.11.6145.00.047.31.0.00	$130.00
1	1	20		199.11.6146.00.047.31.0.00	$158.00
1	1	20		199.11.6399.00.047.31.0.00	$300.00
1	1	20		199.11.6412.00.047.31.0.00	$3,500.00
1	1	20		199.11.6497.00.047.31.0.00	$3,899.00
1	1	20		199.13.6411.00.047.31.0.00	$6,000.00
1	1	21			$30,000.00
1	1	22			$2,000.00
1	1	23		199.11.6494.00.047.11.0.00	$1,000.00
1	2	11			$800.00
1	3	9			$300.00
1	3	10			$300.00
1	9	1			$2,000.00
1	9	1			$1,080.00
1	9	2			$50.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	9	4		199.11.6495.00047.11.0.00	$500.00
1	9	12		199.11.6339.00.047.11.0.00	$600.00
1	10	5			$2,000.00
2	2	1			$5,000.00
2	3	3			$6,500.00
2	3	4			$2,800.00
2	3	9			$5,000.00
2	3	10			$800.00
2	3	18			$3,000.00
2	3	19			$2,677.00
2	3	20		199.11.6118.00.047.11.0.EP	$1,500.00
2	3	20		199.11.6125.00.047.31.0.00	$9,213.00
2	3	20		199.11.6141.00.047.31.0.00	$150.00
2	3	20		199.11.6143.00.047.31.0.00	$150.00
2	3	20		199.11.6145.00.047.31.0.00	$130.00
2	3	20		199.11.6146.00.047.31.0.00	$158.00
2	3	20		199.11.6399.00.047.31.0.00	$300.00
2	3	20		199.11.6412.00.047.31.0.00	$3,500.00
2	3	20		199.11.6497.00.047.31.0.00	$3,899.00
2	3	20		199.13.6411.00.047.31.0.00	$6,000.00
2	3	21			$30,000.00
2	3	22			$2,000.00
2	3	23		199.11.6494.00.047.11.0.00	$1,000.00
2	3	24			$800.00
3	1	1			$800.00
3	1	3			$2,800.00
3	1	4			$6,500.00
4	1	1			$2,000.00
4	7	1			$1,000.00
5	6	1			$0.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$184,084.00
				Budgeted Fund Source Amount	$101,477.00
				+/- Difference	-$82,607.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		211.11.6399.00.047.24.0.00	$12,024.00
1	1	4		211.13.6411.00.047.24.0.00	$10,000.00
1	1	4		211.11.6399.00.047.24.0.00	$2,000.00
1	1	9		211.11.6399.00.047.24.0.00	$13,508.00
1	1	10		211.11.6399.00.047.24.0.00	$5,000.00
1	1	19		211.11.6399.00.047.24.0.00	$3,000.00
1	2	11		211.11.6399.00.047.24.0.00	$5,000.00
2	2	1		211.11.6399.00.047.24.0.00	$13,508.00
2	3	3		211.11.6399.00.047.24.0.00	$49,182.00
2	3	4		211.11.6399.00.047.24.0.00	$2,000.00
2	3	9		211.11.6399.00.047.24.0.00	$13,508.00
2	3	10		211.11.6399.00.047.24.0.00	$5,000.00
2	3	19		211.11.6399.00.047.24.0.00	$3,000.00
2	3	24		211.11.6399.00.047.24.0.00	$5,000.00
3	1	1		211.11.6399.00.047.24.0.00	$5,000.00
3	1	3		211.11.6399.00.047.24.0.00	$2,000.00
3	1	4		211.11.6399.00.047.24.0.00	$23,000.00
5	6	2		211.32.6499.00.047.24.0.00	$1,500.00
6	2	1			$1,000.00
				Sub-Total	$174,230.00
				Budgeted Fund Source Amount	$28,008.00
				+/- Difference	-$146,222.00

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1			$8,000.00

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	7			$2,500.00
1	4	10			$523.00
1	4	11			$250.00
1	4	16			$1,750.00
1	4	17			$400.00
				Sub-Total	$13,423.00
				Budgeted Fund Source Amount	$3,773.00
				+/- Difference	-$9,650.00

IDEA (224)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	12			$1,400.00
3	5	3			$1,400.00
				Sub-Total	$2,800.00
				Budgeted Fund Source Amount	$1,400.00
				+/- Difference	-$1,400.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$2,000.00
1	1	4		255.13.6411.00.047.24.0.00	$2,715.50
1	1	4		255.13.6329.00.047.24.0.00	$2,000.00
1	1	4			$4,000.00
1	1	4		255.23.6411.00.047.24.0.00	$2,713.00
1	10	3	255	255.23	$1,571.00
2	3	4		255.13.6411.00.047.24.0.00	$2,715.50
2	3	4		255.13.6329.00.047.24.0.00	$300.00
2	3	4			$4,000.00
3	1	3		255.13.6411.00.047.24.0.00	$2,715.50
3	1	3		255.13.6329.00.047.24.0.00	$300.00
3	1	3			$4,000.00
4	1	1			$4,715.50

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$33,746.00
				Budgeted Fund Source Amount	$7,731.00
				+/- Difference	-$26,015.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4		263.13.6291.00.047.25.0.00	$2,000.00
1	1	9			$4,550.00
1	1	9		263.13.6399.00.047.25.0.00	$1,120.00
1	2	10			$11,695.00
2	2	1		263.13.6399.00.047.25.0.00	$1,120.00
2	3	4		263.13.6291.00.047.25.0.00	$2,000.00
2	3	9		263.13.6399.00.047.25.0.00	$1,120.00
3	1	3		263.13.6291.00.047.25.0.00	$2,000.00
				Sub-Total	$25,605.00
				Budgeted Fund Source Amount	$3,120.00
				+/- Difference	-$22,485.00

Gear Up (274)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	2		274.11.6494.00.047.24.0.00	$2,680.00
1	11	3		274.61.6419.00.047.24.0.00	$700.00
1	11	4		274.11.6494.00.047.24.0.00	$2,680.00
1	11	5		274.11.6399.00.047.24.0.00	$5,250.00
1	11	6		274.11.6499.00.047.24.0.00	$0.00
1	11	7		274.13.6411.00.047.24.0.00	$500.00
1	11	8		274.11.6118.00.047.24.0.00	$5,872.00
				Sub-Total	$17,682.00
				Budgeted Fund Source Amount	$49,200.00
				+/- Difference	$31,518.00

Student Activity 865					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10			$600.00
1	1	18			$1,975.00
1	2	11			$600.00
1	3	9			$300.00
1	3	10			$300.00
1	6	2			$200.00
1	6	6			$1,000.00
1	10	5			$500.00
2	3	18			$1,975.00
2	3	24			$600.00
5	6	1			$0.00
				Sub-Total	$8,050.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	-$5,050.00

Coke Activity Account 899					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	10	5			$1,000.00
4	1	1		899.00.2190.00.047.00.00	$500.00
				Sub-Total	$1,500.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	-$500.00

Faculty Account 897					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	10	5			$1,000.00
4	1	1		897.00.21.90.01.47.00.0.00	$650.00
				Sub-Total	$1,650.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	-$650.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		289.11.6399.00.047.11.0.00	$9,000.00
1	1	3		289.11.6412.00.047.11.0.00	$8,504.00
1	1	4		289	$3,000.00
1	1	23		289.11.6411.00.047.11.0.00	$2,640.00
1	1	23		289.11.6412.00.047.11.0.00	$5,809.00
2	3	3		289.11.6412.00.047.11.0.00	$10,899.00
2	3	23		289.11.6411.00.047.11.0.00	$2,640.00
2	3	23		289.11.6412.00.047.11.0.00	$5,809.00
3	1	4		289.11.6412.00.047.11.0.00	$1,000.00
5	2	1			$13,002.00
5	2	2			$7,000.00
5	16	1	online professional development		$0.00
5	16	2	The teachers need both digital audio workstations and video editing software		$0.00
				Sub-Total	$69,303.00
				Budgeted Fund Source Amount	$9,449.00
				+/- Difference	-$59,854.00

TTIPS Grant (276)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9			$6,772.00
				Sub-Total	$6,772.00
				Budgeted Fund Source Amount	$6,772.00
				+/- Difference	$0.00

Project Lead The Way (489)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$6,750.00
1	1	4			$2,500.00
1	5	11	489.11.6495.00.047.11.0.00		$950.00
1	5	11	489.11.6399.00.047.11.0.00		$1,254.00
2	3	3			$6,750.00
2	3	4			$2,500.00

Project Lead The Way (489)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	3			$2,500.00
3	1	4			$6,750.00
				Sub-Total	$29,954.00
				Budgeted Fund Source Amount	$10,000.00
				+/- Difference	-$19,954.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10			$78,975.00
				Sub-Total	$78,975.00
				Budgeted Fund Source Amount	$78,975.00
				+/- Difference	$0.00
				Grand Total Budgeted	$346,713.00
				Grand Total Spent	$701,576.00
				+/- Difference	-$354,863.00

Donna Independent School District

W. A. Todd Middle School

2021-2022 Campus Improvement Plan

Mission Statement

W.A. Todd will ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

Vision

Through reflection, hard work, and collaboration, W.A. Todd will be the middle school to attend in Donna I.S.D. due to its academic excellence and quality of instruction it provides to all its students.

Motto

"Creating a Culture of Excellence by Expecting Success"

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- Goal 1: W. A. Todd 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. The percentage of students who achieve meets and or masters performance level the STAAR exam will increase. 13
- Goal 2: W. A. Todd 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. 20
- Goal 3: W. A. Todd will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, and well-maintained facilities to promote increased student achievement. 26
- Goal 4: Donna I.S.D. 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. 33
- Goal 5: W. A. Todd will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process. 57
- Goal 6: Donna I.S.D. will establish a technological infrastructure that promotes communication and learning within the district and community. 66

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Educational needs of the students are a gradual increase for preparation for high school. Material needs are met for everyone. Building is being expanded with the addition of the new wing for 8th graders. Main building is being painted and tended to gradually to provide a safe, comfortable and enjoyable environment for students, teachers, staff and visitors.

Demographics

Demographics Summary

Todd Middle School makes attempts to stay in contact with parents and all stakeholders of our community and campus by way of Parent Center/Parental INvolvement, blackboard, and CLPAC. Increased communication between the campus and parents will be a focus.

Demographics Strengths

Todd Middle School serves a diverse group of students. We serve LEP, GT, Economically Disadvantaged, etc... Teachers at Todd MS provide a strong educational foundation that students will carry onto HS.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Need ESL Math teachers and one ESL reading teacher. **Root Cause:** ESL Math teachers were disseminated to other areas leaving ESL Math students unprovided for, along with one of the reading teachers was transferred to another campus, not

Student Learning

Student Learning Summary

In order to meet the goals of the campus/district, students must be motivated to excel in their school programs and both campus and district assessments. Incentives for both individual and class achievement on intervention programs; providing transportation and snack for tutorials; admin follow up on teacher accountability; teacher and admin attendance at teacher district trainings, etc.- is needed to help motivate and ensure our students are successful with the appropriate support.

Student Learning Strengths

• A wide-range of intervention programs were provided such as: RTI, tutoring, Guided Reading, co-teachers in testing subjects and technologies programs including; Imagine Math, Istation, and MyOn.

• Our district has a vast majority of demographics that has stayed consistent and has allowed us to help predict and adjust how we teach from year to year.

• District supplied STAAR aligned curriculum and scope and sequence, weekly PLC meetings, and data talks at district and campus level to assess, respond, and reflect on the student needs based on our collected data to spiral in weak TEKS.

• Motivated teachers and positive classroom environments throughout the W.A. Todd Middle School.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Due to the larger of LEP students teachers would like additional training. **Root Cause:** Additional training on teaching ELL's learners.

Problem Statement 2: Sixth graders are struggling with the rigorous objectives of math and reading. **Root Cause:** The elementary objectives are basic.

School Processes & Programs

School Processes & Programs Summary

Instructional processes and timelines are developed during Curriculum Writing for each academic department and grade level. Teachers follow the Curriculum provided on Sharepoint.

At this point, with attrition, we are restructuring and rearranging personnel as needed within the campus as personnel leaves either to other districts or campuses.

School Processes & Programs Strengths

The lower grade levels are providing a solid foundation for success in the 8th grade. This is crucial for promotion to the high school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Six grade core subjects need to provide more intervention instruction to solidify academic growth in 7th grade. **Root Cause:** Classroom management needs restructuring.

Perceptions

Perceptions Summary

Some stakeholders are not content with the current school environment. The data directly correlates between the number of teachers not wanting to come to school (37% sometimes or never wanting to come to work) and the number of students not wanting to come to school (41% sometimes or never wanting to come to school). In order to create an environment and culture that allows our campus to realize the maximum possible academic, social, and community success we need to focus on the following:

· Implement, and continually re-enforce the mission and vision of Todd Middle School.

· Build a culture and learning environment that aligns to the mission and vision of Todd including programs that are fun, challenging, and consistently applied.

- Have staff and admin recognize everyones contributions every day, negatively or positively, to the success of our students, and therefore comes to campus everyday ready to make a difference in the lives of our students.

· Provide constant career stimulation through challenges, training, recognition, and reward of everyone involved.

- Promoting extracurricular activities and organizations as well as creating relevant organizations may increase students' sense of belonging. When students have a sense of belonging, it translates to academic success.

- Building a Discipline Committee to focus on rethinking current practices in student discipline that lead to classroom exclusion for students, which include in-school/out-of-school suspensions. The redesign of how to handle student discipline should include the restorative justice framework along with incorporating the district focus of PBIS.

Resources used:

surveys

questionaires

interviews and feedback

Perceptions Strengths

Teachers have access to a computer throughout the day.

Overall perception of technology use is favorable.

78% of teachers like using technology to enhance lesson development and delivery.

Based on the students who completed the survey, they do not see a problem with the rules and expectations that are expected of them in the classroom, outside of the classroom, or in extracurricular activities.

Students are motivated when they use technology in the classroom, for example, just having them do Istation or MyOn (which are required by the district) on the Ipads get them engaged.

Our campus holds a rigorous and competitive athletic program for our students to compete in

Support - Almost all students felt that they had the support of their teachers. They noted that if they needed help on an assignment or tutoring, their teachers were willing to help. All teachers helped students throughout lessons and through tutoring. Students were reminded daily that if any assistance was required to please ask. Most teachers also mandated tutorials if they felt students needed of further assistance.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: W. A. Todd 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. The percentage of students who achieve meets and or masters performance level the STAAR exam will increase.

Performance Objective 1: The campus will focus on instructional improvement by carrying out data driven instruction to ensure all students reach and or surpass their expected growth.

Evaluation Data Sources: District Assessments
Expected Growth Report
STAAR results

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W.A. Todd will utilize the district's online curriculum as its main source of instructional guidance and will provide necessary instructional supplies to carry out effective instruction and provide enrichment. **Strategy's Expected Result/Impact:** Bundle Exam Results, Diagnostic Results, State Assessment Results **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Department Heads **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Comprehensive Support Strategy** **Funding Sources:** 199.11.6399 - Local (199) - $17,466, 199.11.6269 - Local (199) - $20,000, 199.12.6399 - Local (199) - $500, 199.23.6395 - Local (199) - $3,000, 199.31.6399 - Local (199) - $3,000, 164.11.6399 - State Comp.(164) - $9,340, 164.11.6399.EL - State Comp.(164) - $8,981, 164.11.6399.MY - State Comp.(164) - $3,055, 289.11.6399 - Title IV 289 - $2,626, 289.31.6399 - Title IV 289 - $2,626, 255.13.6399 - Teacher/Principal (255) - 2878.00 - $9,340, 263.11.6399 - Title III (263) - $4,528, 199.11.6339 - Local (199) - $150, - Title I (211) - $17,931, - ESSER I (266) - $13,160	15%	35%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: W.A. Todd will ensure that all subject areas are taught everyday the appropriate allocated minutes and monitor lesson plans in Reading, Writing, Math,Science, and Social Studies on a weekly basis to ensure alignment to Sharepoint expectation timelines and effectiveness. **Strategy's Expected Result/Impact:** Bundle Assessments, Six Weeks Exams, Diagnostic Exams, STAAR Exams **Staff Responsible for Monitoring:** Teachers; Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy**	15%	45%	75%	

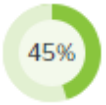
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: W.A. Todd will provide an intensive Intervention Program for all students who fail to meet progress measures in the tested areas. The intervention program will be added before first period and include extended to after school and on Saturdays to provide additional opportunities through tutorials to master the content. Including the use to teachers and inclusion teachers to provide interventions to students. Tutors will also be contracted to provide additional, targeted intervention. **Strategy's Expected Result/Impact:** An increase in STAAR Results of the all student population. **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy** **Funding Sources:** 211.11.6118 - Title I (211) - $15,200, 211.11.6141 - Title I (211) - $257, 211.11.6141 - Title I (211) - $257, 211.11.6143 - Title I (211) - $161, 211.11.6145 - Title I (211) - $10, 211.11.6146 - Title I (211) - $1,463, - ESSER III (282) - $84,825	15%	15%	50%	

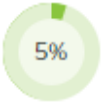
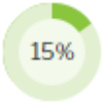
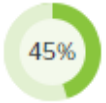
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: W.A. Todd will ensure that all core area subjects are engaging in effective and collaborative vertical and horizontal planning by carrying out consistent and documented PLCs and team planning. **Strategy's Expected Result/Impact:** Bundle Assessments, Six Weeks Exams, Diagnostic Exams, STAAR Exams **Staff Responsible for Monitoring:** Campus Administration, Department Heads, Team Leaders **Schoolwide and Targeted Assistance Title I Elements:** 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 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Comprehensive Support Strategy**	10%	20%	40%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: W.A. Todd will improve support to struggling learners and special populations by monitoring student progress, interventions, via necessary committees for RTI, LPAC, ARDs, 504, and GPCs in order to provide differentiated instruction and necessary accommodations. **Strategy's Expected Result/Impact:** Facilitate strategies and resources to struggling learners. **Staff Responsible for Monitoring:** Campus Administration, Teachers, Counselors, Migrant Strategist, Diagnostician and LPC. **Schoolwide and Targeted Assistance Title I Elements:** 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 **- Comprehensive Support Strategy**	15%	35%	55%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Teachers will target student individual reading levels by tracking their level, ongoing progress, and conferencing with students on goal setting to ensure an increase in lexial level and fluency. **Strategy's Expected Result/Impact:** Bundle Assessments, Six Weeks Exams, Diagnostic Exams, STAAR Exams, Istation **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Comprehensive Support Strategy**	15%	40%	65%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Students will be provided with academic, attendance, and extracurricular recognition, awards, and incentives to foster an environment of high expectations and student success. **Strategy's Expected Result/Impact:** Bundle Assessments, Six Weeks Exams, Diagnostic Exams, STAAR Exams, Increase Reading Levels on Istation. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture **- Comprehensive Support Strategy** **Funding Sources:** 199.11.6498 - Local (199) - $14,000	5%	40%	60%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Teachers will implement a daily focus wall to include the daily objective, agenda, and do it now to maximize instructional time. **Strategy's Expected Result/Impact:** Bundle Assessments, Six Weeks Exams, Diagnostic Exams, STAAR Exams **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy**				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Science Teachers- To increase the level of rigor, teachers at W.A. Todd will incorporate the 5E Model effectively. Teachers will elaborate on each component of 5E model and increase rigor as relevant. **Strategy's Expected Result/Impact:** Bundle Assessments, Six Weeks Exams, Diagnostic Exams, STAAR Exams, Lesson plans, walk-throughs **Staff Responsible for Monitoring:** Campus Administration, Science Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- Comprehensive Support Strategy**				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Social Studies- To increase students background knowledge, Social Studies teachers at W.A. Todd will spiral common vocabulary along with important timelines and incorporate additional scaffolding instructional strategies. Social Studies- To ensure students learn academic vocabulary, teachers at W.A. Todd will incorporate cooperative learning strategies such as Cooperative Learning strategies, student made anchor charts, and other vocabulary building strategies. **Strategy's Expected Result/Impact:** Bundle Assessments, Comprehensive, Benchmark Exams, STAAR Exams. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Social Studies Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy**	5%	20%	30%	→

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

Goal 1: W. A. Todd 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. The percentage of students who achieve meets and or masters performance level the STAAR exam will increase.

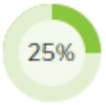
Performance Objective 2: W. A. Todd will enhance the learning environment and reading achievement levels by providing an inviting, up to date library with ample resources.

Evaluation Data Sources: Reading Levels on Istation, Myon Usage, AR reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will facilitate the usage of key literacy programs: Istation, Accelerated Reader, and MyOn. **Strategy's Expected Result/Impact:** To increase literacy and reading fluency and comprehension. **Staff Responsible for Monitoring:** Librarian, teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math	5%	45%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The library department will promote campus-wide literacy by recognizing top readers and will provide awards and incentives and will provide an array of resources. **Strategy's Expected Result/Impact:** increase in reading levels **Staff Responsible for Monitoring:** Librarian, Principal, Counselors **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** 199.12.6269 - Local (199) - $300, 199.12.6329 - Local (199) - $4,000, 199.12.6399 - Local (199) - $1,154.82, 199.12.6498 - Local (199), 199.12.6395 - Local (199) - $1,300	5%	30%	60%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Students will partake in Battle of the Books and will be provided the necessary resources, equipment, and materials. **Strategy's Expected Result/Impact:** increase in student achievement **Staff Responsible for Monitoring:** Librarian, Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: W. A. Todd 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: W. A. Todd will provide advanced courses for students to obtain High School credit and begin their track toward career and college readiness.

Evaluation Data Sources: Percentage of Enrollment in the courses and their success rate, district, and state assessments

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will encourage all students to pursue advanced courses and ensure all students are aware of course offerings: English I, Algebra, Spanish I and 2, Art I, Bio, and Investigative Careers. **Strategy's Expected Result/Impact:** Increase enrollment in Dual Enrollment classes at the high school level. **Staff Responsible for Monitoring:** Campus administrators, counselors, teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	35%	30%	→

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

Goal 2: W. A. Todd 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.

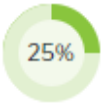
Performance Objective 2: CTE: W. A. Todd will promote college career and military readiness.

Evaluation Data Sources: agendas, student career pathway report

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will promote college and career awareness by promoting various pathway awareness with campus events such as a college / career expo and providing CTE information and AVID. **Strategy's Expected Result/Impact:** Increase in students academically ready for college and career **Staff Responsible for Monitoring:** Principal, Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** 199.11.6118.ST - Local (199) - $2,400, 199.11.6141 - Local (199) - $35, 199.11.6143.ST - Local (199) - $22, 199.11.6145.ST - Local (199) - $1, 199.11.6146.ST - Local (199) - $199	20%	35%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: W. A. Todd will provide a Leadership (ROTC) course to expose students toward the offerings and requirements of a military pathway. **Strategy's Expected Result/Impact:** student understanding of multiple avenues to pursue post-High School **Staff Responsible for Monitoring:** Leadership Instructor, Counselors, Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Positive School Culture	0%	45%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: W. A. Todd will provide students with strong experiences in and understanding of all aspects of industry by exposing them to opportunities that can earn an industry based certification by way of job fairs and Career Portals classes. **Strategy's Expected Result/Impact:** To expose middle school students to all aspects of industry via Career Fairs, Career Portal Classes **Staff Responsible for Monitoring:** Campus principal, Counselors, Career Portal Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: W. A. Todd 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: GEAR UP: Pathways To The Future. Create an efficient educational pathway for 7 grade cohort students' through the delivery of effective academic strategies to ensure all students are college, career or military ready. Increase the academic performance to adequately prepare them for post-secondary education. 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, remote learning, use of technology, and mental health services to create a pathway towards increasing their competence and aptitudes.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 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:** Professional Development- GEAR-UP - Gear Up (274) - 274.11.6299.00.048.24.0.0, Travel Employee Only - Gear Up (274) - 274.13.6411.00.048.24.0.00	0%	0%	30%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will attend GEAR UP meetings/conferences/camps provided 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 **Funding Sources:** Travel-Students- GEAR-UP - Gear Up (274) - 274.11.6412.00.048.24.00, Regional Educational Services - Gear Up (274) - 274.13.6239.00.048.24.0.00, Misc. Operating Expenses - Gear Up (274) - 274.11.6499.00.048.24.0.00, Transportation Expenditures - Gear Up (274) - 274.11.6494.00.048.24.0.00	0%	0%	40%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 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 **Funding Sources:** Travel: Substitutes & Non-Employees - GEAR UP - Gear Up (274) - 274.61.6419.00.048.24.0.00	0%	0%	25%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 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, Staf **Funding Sources:** Travel-Students GEAR UP - Gear Up (274) - 274.11.6412.00.048.24.0.00	0%	0%	40%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide supplemental resources/materials for GEAR UP initiatives and cohort students and general instructional supplies for teachers **Strategy's Expected Result/Impact:** Activities **Staff Responsible for Monitoring:** Administration, GEAR UP Facilitator, Staff **Funding Sources:** College Prep Materials - GEAR UP - Gear Up (274) - 274.11.6339.00.048.24.0.00, Teacher/Office Supplies - Gear Up (274) - 274.11.6399.00.048.24.0.00	0%	0%	30%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 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 **Funding Sources:** Other Operating Costs - GEAR UP Misc. Operating Expense - Gear Up (274) - 274.11.6499.00.048.24.0.00	0%	0%	50%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: District budget 274 will be used to reimburse the campus/district expenses associated with employee travel/meals/hotel accommodations to meetings, home visits, trainings, and conferences to other activities that support the GEAR UP goal and objectives. **Strategy's Expected Result/Impact:** Mileage claim form **Staff Responsible for Monitoring:** Administration, GEAR UP Facilitator, Staff **Funding Sources:** Facilitator Mileage, Travel - GEAR UP - Gear Up (274) - 274.11.6411.00.048.24.0.00, Travel Employee - Gear Up (274) - 274.13.6411.00.048.24.0.00, Travel Employee - Gear Up (274) - 274.31.6411.00.048.0.00	0%	0%	25%	→

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide tutors and extra pay for teachers, counselors, facilitators servicing GEAR UP students or attending trainings/conferences when applicable. **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 - Gear Up (274) - 274.11.6118.00.048.24.0.GU, Travel Employee Only - Gear Up (274) - 274.13.6411.00.048.24.0.00, Travel Employee - Gear Up (274) - 274.31.6411.00.048.0.00	0%	0%	45%	100%

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

Goal 3: W. A. Todd will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, and well-maintained facilities to promote increased student achievement.

Performance Objective 1: W. A. Todd will allocate school funds in the necessary areas outlined by the Campus Needs Assessment.

Evaluation Data Sources: budget reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd administration will assure fiscal responsibility by reviewing budget accounts on a daily basis to avoid negative balances. **Strategy's Expected Result/Impact:** To stay within the limits set forth by the budget and avoid negative balances. **Staff Responsible for Monitoring:** Campus Principal; Campus Secretary; business office	25%	50%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: W.A. Todd will provide all clubs and organizations an opportunity to fund raise for their club activities as needed. **Strategy's Expected Result/Impact:** active participation in events **Staff Responsible for Monitoring:** Club Sponsors Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	55%	70%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: W. A. Todd will provide the necessary resources, office supplies, and materials necessary for daily operations. **Strategy's Expected Result/Impact:** efficient business and operations performance **Staff Responsible for Monitoring:** Principal, Secretary **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** 199.23.6399 - Local (199) - $9,000	20%	50%	70%	→

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

Goal 3: W. A. Todd will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, and well-maintained facilities to promote increased student achievement.

Performance Objective 2: Federal Programs-The campus will ensure that intent and purpose of each federal program will be met.

Evaluation Data Sources: ESSA Compliance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will work closely with Federal Programs to assure that the expenditures of federal funds are aligned to Federal guidelines and House Bill 5 Guidelines. **Strategy's Expected Result/Impact:** Improved instructional quality. **Staff Responsible for Monitoring:** Campus Principal; Campus Secretary; Federal Programs Director **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy**	20%	40%	70%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: W. A. Todd will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, and well-maintained facilities to promote increased student achievement.

Performance Objective 3: Human Resources: The campus will maintain highly qualified status by adhering to all staffing ESSA staffing requirements. The campus will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%. The campus will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Evaluation Data Sources: Safe Schools Reports, TEAMS reporting

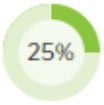
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Mentor/Mentee program will be established for first year and novice teachers (1-3 years of experience). **Strategy's Expected Result/Impact:** Mentor/Mentee agenda's and sign in sheets **Staff Responsible for Monitoring:** Dean, Campus Principal, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals	30%	30%	55%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Mentor/Mentee Program will target staff development for 1st and 2nd year teachers based on walkthrough data, teacher surveys and etc. T-TESS Appraisals. **Strategy's Expected Result/Impact:** Mentor/Mentee staff development agenda's and sign in sheets T-TESS **Staff Responsible for Monitoring:** Dean and Campus Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals	25%	25%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: W. A. Todd will ensure that records retention requirements are met at 100%. **Strategy's Expected Result/Impact:** To be able to provide proof of necessary records according to the Local Government Records Act. **Staff Responsible for Monitoring:** Campus Principal; Campus Secretary; Business Office	15%	35%	55%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: W. A. Todd will assure that 100% of the requirements of the Title IX of the Education Amendments of 1972 are complied with. **Strategy's Expected Result/Impact:** Provide a safe school environment for all faculty, staff and students. **Staff Responsible for Monitoring:** Administrators; teachers; counselors; nurse; police officers; staff. **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: W.A. Todd will provide professional development and training for all staff across all academic and job-related areas to best serve students. Professional development will include campus, district, region one, and out of district along with consultants and conferences to ensure that staff stays abreast of research-based effective instructional strategies and best practices, their subject matter, TTESS, and TPESS. **Strategy's Expected Result/Impact:** An increase in student academic achievement **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- 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:** 211.12.6239 - Title I (211) - $600, 211.13.6239 - Title I (211) - $3,412, 199.13.6499.00.048.99.0.TI - Local (199) - $350, 255.13.6239 - Teacher/Principal (255) - $1,200				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: W. A. Todd will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, and well-maintained facilities to promote increased student achievement.

Performance Objective 4: Testing & Evaluation Department: The Testing Department will ensure that all 6-8th grade students are tested with the required state assessments. The Testing Department will ensure that 100% of staff involved with testing receive appropriate training yearly.

Evaluation Data Sources: Testing Irregularities and or Errors reporting

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will ensure that all 6th-8th grade students are tested with the required state assessments. Campus administration will ensure that 100% of administration and staff receive appropriate and required training yearly. **Strategy's Expected Result/Impact:** To assure that 100% all all campus administration and staff are properly trained to administer state exams such as the STAAR and TELPAS. **Staff Responsible for Monitoring:** Dean, Principal, Assistant Principals, District Testing Coordinator. **TEA Priorities:** Recruit, support, retain teachers and principals	25%	40%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: W. A. Todd will provide the testing department with the necessary resources and materials to carry out the necessary training and provide required accommodations and test prep. **Staff Responsible for Monitoring:** Dean, Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** testing materials - Title I (211) - $4,000, testing materials - Local (199) - $150	10%	50%	75%	→

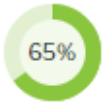
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: W. A. Todd will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, and well-maintained facilities to promote increased student achievement.

Performance Objective 5: Create and maintain an inviting and positive working environment where staff is recognized and appreciated.

Evaluation Data Sources: Climate Survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Continue to utilize the Transformation committee to target the improvement of overall campus culture with a focus on student belonging and staff appreciation. **Strategy's Expected Result/Impact:** creating a warm and inviting atmosphere of high expectations **Staff Responsible for Monitoring:** Principal, Administration, Committee Members, Teacher Leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Carry out a campus book study focused on the improvement of the campus culture to increase student achievement. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Consistently maintain a positive school culture with staff incentives and recognition. **TEA Priorities:**				

Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** 199.23.6498 - Local (199) - $3,000, 199.23.6499 - Local (199) - $4,115	10%	35%	50%	→

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Donna I.S.D. 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: Risk Management: The campus will ensure that the Campus Emergency Operations Plan follows the District Emergency Operations Plan and is presented to all staff and is made available to parents.

Evaluation Data Sources: Training

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Emergency Operations Plan will be explained to 100% of staff within the 1st six weeks of school. **Strategy's Expected Result/Impact:** Agenda's and sign in sheet **Staff Responsible for Monitoring:** Campus Principal, Administration, Counselors, LPC, Nurse and Lead Teachers.	10%	30%	55%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Components of the Emergency Operations Plan will be practiced at least once per six weeks period throughout the year to ensure student safety. **Strategy's Expected Result/Impact:** Timeline of Procedures **Staff Responsible for Monitoring:** Campus Principal, Administration, Counselors, LPC, Nurse and Lead Teachers.	10%	35%	45%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Emergency Operations Committee will be established to discuss concerns and set an organization of staff responsible for a tragic event. **Strategy's Expected Result/Impact:** Committee members and agenda's and sign in sheets **Staff Responsible for Monitoring:** Campus Principal, Administration, Counselors, LPC, Nurse and Lead Teachers.	10%	25%	25%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: The campus will follow CDC guidelines and ensure safety compliance is adhered to throughout the campus and that PPE material is provided. (Account 266 ESSER) **Staff Responsible for Monitoring:** Principal, Secretary				

ESF Levers: Lever 3: Positive School Culture	25%	60%	80%	100%

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 4: Donna I.S.D. 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.

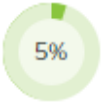
Performance Objective 2: Police Department: The District will decrease the number of criminal cases, including drug possession and assault cases by 10% each year. This will be done by police, K-9 and security visibility and proximity to students at the respective campuses. W. A. Todd is assigned one peach officer.

Evaluation Data Sources: PEIMS Discipline Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide equipment to effectively monitor campus safety. Surveillance cameras, bell and alarm system, communication radios, golf cart batteries, bull horns, security/police uniform and gear, and other necessary equipment, etc. needed to effectively monitor the campus. **Strategy's Expected Result/Impact:** Reduction of severe discipline infractions **Staff Responsible for Monitoring:** Administration and ISD Police **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 199.52.6319 - Local (199) - $3,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: 3.)W.A. Todd will practice restorative discipline to minimize escalating situations and will create a discipline committee to improve overall student conduct. **Strategy's Expected Result/Impact:** Reduction of severe discipline infractions **Staff Responsible for Monitoring:** Campus Administration, DISD Chief of Police, Counselors and LPC **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: 4) W. A. Todd will provide extra duty pay for police and securities for special events outside of the normal working hours. **Staff Responsible for Monitoring:** administrators **Funding Sources:** 199.52.6121 - Local (199) - $450, 199.52.6141 - Local (199) - $7, 199.52.6143 - Local (199) - $5, 199.52.6145 - Local (199) - $1, 199.52.6146 - Local (199) - $38				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Install key-less entry systems with cameras where visitors must be buzzed in to enter the building **Strategy's Expected Result/Impact:** Safer campus **Staff Responsible for Monitoring:** Campus administration Police Dept.	80%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Install door barricade system to all the classrooms to be used in the event of a lock down/shelter in place situation **Strategy's Expected Result/Impact:** Safer Campus **Staff Responsible for Monitoring:** Campus administration Police Dept.	75%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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: Nursing/Health Services: The campus will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will ensure that 100% of all students enrolled will be screened for Vision,Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all students' immunizations are up to date before submitting annual immunization reports in October. **Strategy's Expected Result/Impact:** To assure that 100% of students are brought up to date with immunizations and screenings by October. **Staff Responsible for Monitoring:** Nurse, Nurse Director	15%	45%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: W.A. will provide funding for eye exams; eyeglasses, hearing exams, and clothing vouchers to economically disadvantaged students. **Strategy's Expected Result/Impact:** To assure that economically disadvantaged students have their needs tended to. **Staff Responsible for Monitoring:** Nurse, Campus Administration; counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** eye glasses ($500) and clothing vouchers ($1,000) - Title I (211) - $1,500	0%	40%	40%	→

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

Goal 4: Donna I.S.D. 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: Nutrition/Food Services: The campus will provide nutritional meals to 100% of all 6-8th students to support academic success.

Targeted or ESF High Priority

Evaluation Data Sources: Meals served, checks to campus cafeterias from nutrition department.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will provide nutritional meals to 100% of all 6-8 students as per child nutrition guidelines for breakfast and lunch. Snacks/meals provided for tutorials will also be based on the child nutrition guidelines. **Strategy's Expected Result/Impact:** To reduce hunger while at school so that students can improve their academic learning. **Staff Responsible for Monitoring:** Cafeteria manager and staff; administration; teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6	50%	85%	100%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Donna I.S.D. 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: Student Support Services: The campus will ensure students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Evaluation Data Sources: LPC reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will ensure students are psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%. **Strategy's Expected Result/Impact:** To reduce the number of severe disciplinary issues by 20%. **Staff Responsible for Monitoring:** LPC; Campus Leadership; Counselors	10%	45%	65%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: W.A. Todd will provide psychological and emotional support through an Licensed Professional Counselor. **Strategy's Expected Result/Impact:** Reduce Number of severe disciplinary issues **Staff Responsible for Monitoring:** LPC; Campus Leadership **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	65%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: W.A. Todd will educate students on the adverse effects and symptoms of bullying, drugs, alcohol, and domestic violence campaign incentives with anti-drug and anti-bullying messages and promotion of self-care, health, and awareness will be provided to all students. **Strategy's Expected Result/Impact:** Students will feel empowered to take positive action against bullying, drugs, alcohol, domestic violence, etc... Presentations and sign-ins. **Staff Responsible for Monitoring:** Counselors, LPC, Campus Administration and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 289.31.6499 - Title IV 289 - $3,762	15%	50%	70%	→

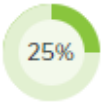
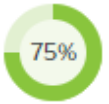
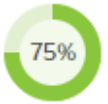
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 4: Donna I.S.D. 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: Drop Out Prevention: The campus will increase the attendance rate from 95% to 97% for all students.

Evaluation Data Sources: TAPR report/PBMAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W.A. Todd will make parental contact by phone or in person to recover all leavers. **Strategy's Expected Result/Impact:** Dropout rate **Staff Responsible for Monitoring:** PEIMS Clerk, Attendance Clerk, Attendance Helper, Campus Leadership and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: W.A. Todd will ensure that each student who does not meet the compulsory attendance law will be provided ample notification and redirection and counseling. Students who continuously violate compulsory attendance law will be referred to court. **Strategy's Expected Result/Impact:** High Attendance Rate and develop good attendance so as to prevent dropping out of school in the future. **Staff Responsible for Monitoring:** Attendance Clerk; Campus Leadership, PEIMS Clerk, Attendance committee, Attendance Clerk, Attendance Helper, Campus Leadership and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: W.A. Todd will ensure that each student receives a motivating instructional experience and expose them to the positive outcomes of graduation diploma. **Strategy's Expected Result/Impact:** Prevention of high Dropout rate and improved attendance rate; improved Classroom grades **Staff Responsible for Monitoring:** Attendance Clerk; Campus Leadership, PEIMS Clerk, Attendance committee, Attendance Clerk, Attendance Helper, Campus Leadership, Counseling Department and Teachers, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	40%	60%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: W.A. Todd will form an attendance committee to review and act on cases of truancy. **Strategy's Expected Result/Impact:** Improved Attendance rate; provide Six Weeks Incentives such as EOY Field Trip; prizes, etc... **Staff Responsible for Monitoring:** Campus leadership; Truancy officer; teachers; counselors; attendance clerk **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	40%	45%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: W.A. Todd will participate in the community leaver round up to recover potential dropouts. **Strategy's Expected Result/Impact:** prevent high dropout rates **Staff Responsible for Monitoring:** campus leadership and teachers; attendance clerks **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2	10%	75%	75%	100%

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

Goal 4: Donna I.S.D. 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.

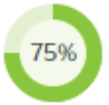
Performance Objective 7: Physical Education: W. A. Todd will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W.A. Todd will provide the required human and instructional resources to the Physical Education Department to be successful. **Strategy's Expected Result/Impact:** Fitness Gram data participation. **Staff Responsible for Monitoring:** Coaches, Coordinators and Campus Leadership **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	65%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: W.A. Todd will continue to implement Big Decisions (sexuality education), PAPA, and Project Alert curricula at all middle school campuses. Implement a reporting or tracking system to monitor implementation. **Strategy's Expected Result/Impact:** lesson plans implementation reports Sign-In sheets **Staff Responsible for Monitoring:** Coaches, Counselors, LPC, and Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	30%	45%	→

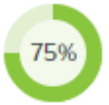
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: W.A. Todd will provide students with opportunities to participate and compete in Band, JROTC and dance. Competition fees and travels to other schools will be provided needed. **Strategy's Expected Result/Impact:** Lesson plans, competitions, placement and advancement ratings. **Staff Responsible for Monitoring:** Campus/PE Health teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 8: Advanced Academics: The campus will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will ensure that 97% of all GT and students enrolled in Pre-AP courses will meet the state standards on all areas of STAAR/EOC. **Strategy's Expected Result/Impact:** To assure that 97% of all GT and advanced placement students meet the state standards of STAAR/EOC. **Staff Responsible for Monitoring:** Administration, counselors, teachers, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 9: Technology: Students 6-8th grades will learn about digital citizenship and cyberbullying using online curriculum.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd students in grades 6-8 will learn about digital citizenship and cyberbullying using online curriculum. **Strategy's Expected Result/Impact:** To reduce cyberbullying and increase respectful comportment in students while online. **Staff Responsible for Monitoring:** Computer Lab Teachers, administrators, counselors	25%	55%	85%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 10: Bilingual/ESL: W. A. Todd will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will increase the percentage of ELLs progressing one performance level to 51% and increase the percentage of ELLs reaching Advance High within the first 4 yrs of enrollment in US schools to j16% and to 30% at Advanced High after the 5th year of enrollment. **Strategy's Expected Result/Impact:** To increase the Advanced High ratings on TELPAS of ELLs. **Staff Responsible for Monitoring:** Teachers, counselors, administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy**	5%	25%	45%	→

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

Goal 4: Donna I.S.D. 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.

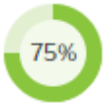
Performance Objective 11: Migrant: 50% of 6th-8th migratory students will improve their score by 5% on curriculum-based reading and math assessments.

Evaluation Data Sources: Curriculum -based assessments

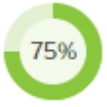
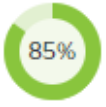
Summative Evaluation: Significant progress made toward meeting Objective

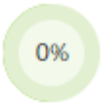
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W.A. Todd will determine individual needs for instructional and support services that will: identify available resources and make referrals to address said needs such as attendance, coordinating with the entities to ensure the child has access to the appropriate services, and following up and documenting progress. **Strategy's Expected Result/Impact:** Ensure students show academic growth. **Staff Responsible for Monitoring:** Migrant Strategist Core Subject Area Teachers Campus Administrators Academic Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** - Migrant (212) - Migrant 212	30%	65%	80%	100%

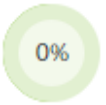
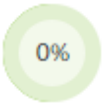
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: W.A. Todd will coordinate with available programs to ensure that migrant students are accessing opportunities to make-up coursework which is lacking due to late arrival and/or early withdrawal. **Strategy's Expected Result/Impact:** Ensure students complete/recover coursework. **Staff Responsible for Monitoring:** Migrant Strategist; Academic Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy**	0%	60%	70%	100%

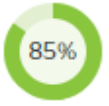
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: W.A. Todd will coordinate/provide homework assistance tools-collaborating with existing programs and organizations to facilitate student access to resources and providing students and parents with information on how to access homework assistance tools. **Strategy's Expected Result/Impact:** Completion of homework assignments leading to passing grades **Staff Responsible for Monitoring:** Migrant Strategist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** - Migrant (212) - Migrant 212				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: W.A. Todd will coordinate with the Texas Migrant Interstate Program/TMIP during the summer months in order to serve students from Texas who may attend out of state summer migrant programs. **Strategy's Expected Result/Impact:** Ensure that identified students are placed in the proper courses and grade level. **Staff Responsible for Monitoring:** Migrant Strategists; TMIP Staff; Academic Counselors; Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: W. A. Todd will provide school supplies to regular and PFS migrant students and coordinate with other funding sources to provide clothing when necessary. **Strategy's Expected Result/Impact:** Academic success **Staff Responsible for Monitoring:** Migrant Strategist; Academic Counselors, Federal Programs Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: W. A. Todd will prioritize instructional and support services for targeted PFS students first before regular migrant students by: tracking their academic progress to ensure their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas. **Strategy's Expected Result/Impact:** Academic success **Staff Responsible for Monitoring:** Migrant Strategist; Campus Administration; Academic Counselors; **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6, 3.1 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy** **Funding Sources:** - Migrant (212)				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: W. A. Todd will provide transportation for migrant students to participate in college/university visits. **Strategy's Expected Result/Impact:** Increase awareness of post-secondary education **Staff Responsible for Monitoring:** Transportation Staff; Migrant Strategist; Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- Comprehensive Support Strategy**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: W. A. Todd will provide information to school staff to increase their awareness of migrant middle school students' needs and appropriate interventions for academic and non-academic concerns. **Strategy's Expected Result/Impact:** Improve student academic and non-academic success. **Staff Responsible for Monitoring:** Migrant Strategist; Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Migrant (212)				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: W. A. Todd will provide monies to MEP migrant campus staff for purchases of new equipment, office supplies, office furniture, ink for printers, or other technology devices that are outdated or inoperable. **Strategy's Expected Result/Impact:** Efficient work performance **Staff Responsible for Monitoring:** Migrant Strategist; Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **Funding Sources:** - Migrant (212)	0%	0%	0%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: W. A. Todd will reimburse all MEP staff for travel and/or mileage for any and all required MEP related activities. **Strategy's Expected Result/Impact:** Meet the goals of the migrant program **Staff Responsible for Monitoring:** Migrant Strategist; Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Migrant (212)	10%	50%	100%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: W. A. Todd will provide ongoing professional development and opportunities to attend MEP conferences and other related conferences for MEP staff. **Strategy's Expected Result/Impact:** MEP staff will remain up to date on any and all migrant related policies and procedures. **Staff Responsible for Monitoring:** Migrant Strategist; Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Migrant (212)	20%	45%	45%	

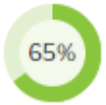
Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: W.A. Todd will monitor and analyze student data and reports to determine student's progress and to redirect instructional program if needed for student achievement. **Strategy's Expected Result/Impact:** Student academic success **Staff Responsible for Monitoring:** Migrant Strategist; Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- Comprehensive Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 12: Special Education: The campus will adhere to all ARD recommendations and special education teachers will carry out the necessary requirements, accommodations, instruction and will document in a timely and effective manner.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will assure that the students that participate in the Special Education Program will experience an overall progressive improvement in reading and writing while at W.A. Todd MS. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- Additional Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 13: Fine Arts: W. A. Todd will encourage every Fine Art program to provide students with at least one professional art industry experience and assist 100% of students interested in pursuing a post-secondary education/career in the Arts.

Evaluation Data Sources: Travel to/host professional performances, Travel to/host workshops with professional artists, College auditions and admissions to Visual and Performing Art programs, Student portfolios.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will expose students to the Fine Arts program available on campus through Art classes, Band, Mariachi, Choir, and dance. Students will be allowed to travel to competitions, auditions, art exhibits, etc...either within the district or out of district to encourage their interest in post-secondary education/career in the Arts. **Strategy's Expected Result/Impact:** To expose students in the middle school level to post-secondary education/careers in the Arts. **Staff Responsible for Monitoring:** Fine Arts directors/teachers/directors; administration, counselors. **Schoolwide and Targeted Assistance Title I Elements:** 2.5	5%	15%	45%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Donna I.S.D. 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 14: Academics: Increase opportunities for students to participate in and out of district academic enrichment programs.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will increase opportunities for students to participate in and out of district academic enrichment programs such as HESTEC, UIL, Robotics, etc. by attending competitions, fairs, and expos. **Strategy's Expected Result/Impact:** To expose students to programs that will enrich their academic experiences. **Staff Responsible for Monitoring:** counselors, administration, robotics teacher, **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** 289.11.6412 - Title IV 289 - $3,050, 199.36.6412 - Local (199) - $550, 199.36.6494 - Local (199) - $300, 199.36.6495 - Local (199) - $960, 199.51.6299 - Local (199) - $2,000, 199.11.6412 - Local (199) - $5,000, 199.11.6494 - Local (199) - $4,000	10%	25%	55%	→

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

Goal 4: Donna I.S.D. 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 15: Transportation Department: The campus will ensure that 100% of students know their method of transportation or bus number to ensure students are in their respective areas after school.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will ensure that 100% of students know their method of transportation and the areas that facilitate their mode of transportation. **Strategy's Expected Result/Impact:** To ensure that 100% students that ride the bus are provided the correct bus numbers to board to ride to and from school; to assure that 100% of students that are dropped off and picked up by parents an area that facilitates a drop off/pick up area. **Staff Responsible for Monitoring:** Administration, teachers, counselors, security guards, clerks. **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Donna I.S.D. 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 16: W. A. Todd will maintain an inviting and conducive learning environment.

Evaluation Data Sources: Student and Parent Surveys, Climate Survey

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Custodial Department will ensure to maintain the building, its premises and the facilities within, keeping them safe and clean. The campus will provide necessary materials for the upkeep of the facilities and grounds. **Strategy's Expected Result/Impact:** maintain a clean and orderly environment **Staff Responsible for Monitoring:** Campus Administration, Head Custodian, Secretary **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** custodial materials - Local (199) - $1,000, unicef mats - Local (199) - $2,400	25%	60%	80%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Submit and follow up on work orders accordingly to maintain operative facilities and grounds. **Strategy's Expected Result/Impact:** maintain a clean and orderly environment **Staff Responsible for Monitoring:** Assistant Principal, Campus Secretary and Head Custodian **ESF Levers:** Lever 3: Positive School Culture	40%	70%	85%	→

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

Goal 5: W. A. Todd 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: DLPAC: W. A. Todd will maintain the required members in the District Level Planning and Advisory Committee to oversee district decisions, plans, and improvement activities at least 4 times per year.

Evaluation Data Sources: DLPAC meeting sign ins and agendas

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will maintain the required members in the DLPAC to oversee district decisioins, plans and improvement activities. **Strategy's Expected Result/Impact:** To assure that Todd Middle School has a voice in decisions that impact the district and campus. **Staff Responsible for Monitoring:** administration	10%	20%	25%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: CLPAC: W.A. Todd will maintain 100% of the required members in the Campus Level Planning and advisory Committee to oversee all improvement activities at least 4 times per year. **Strategy's Expected Result/Impact:** To assure the Todd Middle School receives input on decisions regarding the campus from 100% of stakeholders. **Staff Responsible for Monitoring:** administration, dept. heads, teachers **Schoolwide and Targeted Assistance Title I Elements:** 3.1	20%	40%	50%	→

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

Goal 5: W. A. Todd 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: Parental and Family Engagement Department: The campus will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at campus and 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.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will increase the number of parent/community volunteers by 5% and increase parent attendance by 10% each year. **Strategy's Expected Result/Impact:** To increase community and parental involvement on campus. **Staff Responsible for Monitoring:** administration, parent center coordinator, **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Funding Sources:** 199.52.6499 - Local (199) - $3,500	0%	10%	15%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The Parental Involvement program at W.A. Todd Middle School will provide instructional support, parental training, and district level involvement in 100% of parental based events and will purchase 100% of the necessary materials, equipment, and supplies to function at the highest level possible. **Strategy's Expected Result/Impact:** To provide free educational opportunities for parents of the campus community. **Staff Responsible for Monitoring:** Parental Educator; Campus Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2	0%	15%	20%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: The parent educator will create a monthly Parent Newsletter to communicate with parents via website and hand delivered notices. **Strategy's Expected Result/Impact:** To create and distribute a monthly Parent Newsletter that keeps parents abreast of campus events and progress. **Staff Responsible for Monitoring:** Parent Educator; Librarian; Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2	0%	15%	20%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: The Parental Involvement program at W.A. Todd Middle School will recruit parents during campus events and provide occasional food incentives to welcome their participation in the program and during the Parent Volunteer Appreciation week. **Strategy's Expected Result/Impact:** To provide campus parent volunteers with tokens of appreciation. **Staff Responsible for Monitoring:** Parent Educator ; Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2 **Funding Sources:** - Local (199) - 199.23.6499.00.048.99.0.00	0%	10%	15%	→

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

Goal 5: W. A. Todd 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: Bilingual/ESL: Participate in and/or provide at least 4 events/meetings/trainings/fairs/celebrations to inform parents of the district's Bilingual/ESL model.

Evaluation Data Sources: Sign-In Sheets, Flyers, Agendas, Acknowledgment Receipt Signature Sheet, and/or Handbook

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will ensure to notify parents of the district's Bilingual/ESL events. **Strategy's Expected Result/Impact:** Keep parents and campus community informed of district events. **Staff Responsible for Monitoring:** administration, counselors, ESL teachers, parental involvement coordinator **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	0%	5%	5%	→

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

Goal 5: W. A. Todd will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 4: The migrant department will have 4 out 4 PAC meetings throughout the school year for migrant parents. (100%)

Evaluation Data Sources: PAC meeting agendas and sign in sheets.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will host any PAC meetings necessary for migrant parents. **Strategy's Expected Result/Impact:** To facilitate a venue for PAC meetings. **Staff Responsible for Monitoring:** administration, counselors, migrant strategist and Migrant director. **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	0%	10%	15%	→

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

Goal 5: W. A. Todd will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 5: Nursing/Health Services: SHAC meeting presentations from community partners will be shared with all nursing staff to educate students and give parents information of where to go get medical assistance. Students will receive needed medical care. SHAC meetings will be held 4 times in a school year.

Evaluation Data Sources: SHAC Agendas and nurses end of the year reports/ number of students receiving medial treatment.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd nursing staff will attend SHAC meetings to stay informed . **Strategy's Expected Result/Impact:** To keep nurse informed of latest locations for medical assistance. **Staff Responsible for Monitoring:** Nurse Director, campus nurse, administration	5%	15%	15%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: W. A. Todd will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 6: Fine Arts: The district will inaugurate school/community committees and meet at least 4 times a school year to support continuous success for all Fine Art students.

Evaluation Data Sources: Fine Arts cross-curricular projects, Community engagement projects, Committee agendas/sign-in documents.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd Fine Arts directors, teachers, will attend the district Fine Arts community committee meetings to support success for all Fine Arts students. **Strategy's Expected Result/Impact:** To assure continued success of all Fine Arts students. **Staff Responsible for Monitoring:** Fine ARts Director, Fine Arts directors and teachers, administration. **Schoolwide and Targeted Assistance Title I Elements:** 3.2	5%	10%	15%	→

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

Goal 5: W. A. Todd will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 7: Nutrition/Food Services: SHAC meetings at least 4 times a school year.

Targeted or ESF High Priority

Evaluation Data Sources: Shac agendas and meetings

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W. A. Todd will assure that the campus food service manager and staff attend SHAC meetings throughout the school year. **Staff Responsible for Monitoring:** Food Service Director, campus food service manager, administration	5%	10%	10%	→

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

Goal 5: W. A. Todd will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 8: W. A. Todd will conduct monthly faculty meetings to keep campus faculty informed of all policies, issues, curriculum updates, etc...

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Faculty meetings will be held once a month and faculty will be kept abreast of district, campus updates. Food and prize incentives will be provided to encourage attentiveness and promote a positive school climate. Snacks/meals, prizes/incentives will be provided via Faculty Activity Acct. Faculty activity account 897.00.2190.01.048.00.000 **Strategy's Expected Result/Impact:** agendas sign in sheets **Staff Responsible for Monitoring:** administration **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** - Local (199) - 199.23.6499.00.048.99.0.00	10%	30%	40%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

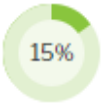
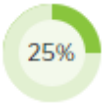
Goal 6: Donna I.S.D. will establish a technological infrastructure that promotes communication and learning within the district and community.

Performance Objective 1: Technology Department: The campus will maintain inventory accuracy to 90% and meet at least 85% of the stated objectives in the Campus' Technology Plan and provide technology to the office administration for the delivery of instruction and feedback of T-TESS appraisals and campus needs.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: W.A. Todd will provide 100% of campus administration with new technology devices such as Surface Pros and all it's components for more efficient and timely feedback on teacher walkthroughs and observations. Strategy's Expected Result/Impact **Strategy's Expected Result/Impact:** To allow for More effective documentation during walkthroughs/observations. Staff Responsible for Monitoring **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	20%	20%	20%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: W.A. Todd will maintain a running technology inventory on a daily or as needed basis and end of the year technology inventory status report. to 90% accuracy and to meet at least 85% of the stated objectives in the Campus' Technology Plan. Strategy's Expected Result/Impact **Staff Responsible for Monitoring:** Librarian, Assistant Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 1: Strong School Leadership and Planning	10%	20%	20%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: W.A. Todd will provide batteries and/or replacement parts for 100% of projectors, Elmos, ink, and digital needs to keep the learning environment conducive to learning. **Staff Responsible for Monitoring:** Campus Administration, Librarian, Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

Bilingual (162)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	164.11.6399		$9,340.00
1	1	1	164.11.6399.MY		$3,055.00
1	1	1	164.11.6399.EL		$8,981.00
				Sub-Total	$21,376.00
				Budgeted Fund Source Amount	$9,340.00
				+/- Difference	-$12,036.00

State Special Ed. (165)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

CTE (167)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

GT (168)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00

GT (168)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	199.11.6269		$20,000.00
1	1	1	199.31.6399		$3,000.00
1	1	1	199.23.6395		$3,000.00
1	1	1	199.11.6399		$17,466.00
1	1	1	199.12.6399		$500.00
1	1	1	199.11.6339		$150.00
1	1	7	199.11.6498		$14,000.00
1	2	2	199.12.6395		$1,300.00
1	2	2	199.12.6399		$1,154.82
1	2	2	199.12.6498		$0.00
1	2	2	199.12.6329		$4,000.00
1	2	2	199.12.6269		$300.00
2	2	1	199.11.6143.ST		$22.00
2	2	1	199.11.6146.ST		$199.00
2	2	1	199.11.6118.ST		$2,400.00
2	2	1	199.11.6141		$35.00
2	2	1	199.11.6145.ST		$1.00
3	1	3	199.23.6399		$9,000.00
3	3	5	199.13.6499.00.048.99.0.TI		$350.00
3	4	2	testing materials		$150.00
3	5	3	199.23.6498		$3,000.00
3	5	3	199.23.6499		$4,115.00
4	2	1	199.52.6319		$3,500.00
4	2	3	199.52.6146		$38.00
4	2	3	199.52.6121		$450.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	3	199.52.6143		$5.00
4	2	3	199.52.6141		$7.00
4	2	3	199.52.6145		$1.00
4	14	1	199.51.6299		$2,000.00
4	14	1	199.36.6494		$300.00
4	14	1	199.11.6494		$4,000.00
4	14	1	199.36.6495		$960.00
4	14	1	199.36.6412		$550.00
4	14	1	199.11.6412		$5,000.00
4	16	1	unicef mats		$2,400.00
4	16	1	custodial materials		$1,000.00
5	2	1	199.52.6499		$3,500.00
5	2	4		199.23.6499.00.048.99.0.00	$0.00
5	8	1		199.23.6499.00.048.99.0.00	$0.00
				Sub-Total	$107,853.82
				Budgeted Fund Source Amount	$104,499.00
				+/- Difference	-$3,354.82

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$17,931.00
1	1	3	211.11.6141		$257.00
1	1	3	211.11.6118		$15,200.00
1	1	3	211.11.6143		$161.00
1	1	3	211.11.6141		$257.00
1	1	3	211.11.6146		$1,463.00
1	1	3	211.11.6145		$10.00
3	3	5	211.12.6239		$600.00
3	3	5	211.13.6239		$3,412.00
3	4	2	testing materials		$4,000.00
4	3	2	eye glasses ($500) and clothing vouchers ($1,000)		$1,500.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$44,791.00
				Budgeted Fund Source Amount	$22,803.00
				+/- Difference	-$21,988.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	255.13.6399	2878.00	$9,340.00
3	3	5	255.13.6239		$1,200.00
				Sub-Total	$10,540.00
				Budgeted Fund Source Amount	$5,278.00
				+/- Difference	-$5,262.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	263.11.6399		$4,528.00
				Sub-Total	$4,528.00
				Budgeted Fund Source Amount	$4,528.00
				+/- Difference	$0.00

Gear Up (274)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	Travel Employee Only	274.13.6411.00.048.24.0.00	$0.00
2	3	1	Professional Development- GEAR-UP	274.11.6299.00.048.24.0.0	$0.00
2	3	2	Travel-Students- GEAR-UP	274.11.6412.00.048.24.00	$0.00
2	3	2	Regional Educational Services	274.13.6239.00.048.24.0.00	$0.00
2	3	2	Transportation Expenditures	274.11.6494.00.048.24.0.00	$0.00
2	3	2	Misc. Operating Expenses	274.11.6499.00.048.24.0.00	$0.00
2	3	3	Travel: Substitutes & Non-Employees - GEAR UP	274.61.6419.00.048.24.0.00	$0.00
2	3	4	Travel-Students GEAR UP	274.11.6412.00.048.24.0.00	$0.00
2	3	5	Teacher/Office Supplies	274.11.6399.00.048.24.0.00	$0.00
2	3	5	College Prep Materials - GEAR UP	274.11.6339.00.048.24.0.00	$0.00
2	3	6	Other Operating Costs - GEAR UP Misc. Operating Expense	274.11.6499.00.048.24.0.00	$0.00
2	3	7	Travel Employee	274.31.6411.00.048.0.00	$0.00

Gear Up (274)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	7	Facilitator Mileage, Travel - GEAR UP	274.11.6411.00.048.24.0.00	$0.00
2	3	7	Travel Employee	274.13.6411.00.048.24.0.00	$0.00
2	3	8	Travel Employee Only	274.13.6411.00.048.24.0.00	$0.00
2	3	8	Teacher/Facilitator extra duty pay/tutor pay - GEAR UP	274.11.6118.00.048.24.0.GU	$0.00
2	3	8	Travel Employee	274.31.6411.00.048.0.00	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$91,745.00
				+/- Difference	$91,745.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	289.11.6399		$2,626.00
1	1	1	289.31.6399		$2,626.00
4	5	3	289.31.6499		$3,762.00
4	14	1	289.11.6412		$3,050.00
				Sub-Total	$12,064.00
				Budgeted Fund Source Amount	$12,064.00
				+/- Difference	$0.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$84,825.00
				Sub-Total	$84,825.00
				Budgeted Fund Source Amount	$84,825.00
				+/- Difference	$0.00

ESSER I (266)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$13,160.00
				Sub-Total	$13,160.00
				Budgeted Fund Source Amount	$13,160.00
				+/- Difference	$0.00
				Grand Total Budgeted	$348,242.00

ESSER I (266)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total Spent	$299,137.82
				+/- Difference	$49,104.18

Donna Independent School District

B.G. Guzman Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Campus Mission Statement

The mission of Donna I.S.D. and B.G. Guzman Elementary is to ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

Vision

Guzman Elementary Vision

We envision being an exemplary school staffed with highly qualified individuals working collaboratively to prepare PK-5th Grade students who will be a powerful force for positive change in our community and our world.

Core Beliefs

Motto

"Watch Us All Shine!"

Core Beliefs

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to

- Provide a vertically aligned rigorous curriculum (PK-16).
- Provide well-planned student-centered instruction that focuses on project-based learning with real world connections.
- Provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills.

2. We believe that educators have the most powerful impact on student achievement. As a result, we are determined to

- Attract and retain highly qualified staff.
- Provide ongoing targeted staff development.
- Provide the most current research-based and state of the art instructional resources.

3. We believe that educational equity and excellence will eliminate the achievement gap. As a result, we are determined to

- Provide opportunities for every student to learn in a manner that is consistent with his/her learning style.
- Afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum.
- Provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources

4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment. As a result, we are determined to

- Enforce the policies of the Donna Independent School District's adopted Student Code of Conduct.
- Provide security measures at all campuses to establish a learning climate of mutual respect.
- Ensure that every staff member, campus, and classroom is supportive of all students and their unique differences.

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

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

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

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

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

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

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

to

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Balthazar Gonzalez Guzman Elementary is located in Donna, Texas. B. G. Guzman Elementary is one of 14 elementary schools in Donna ISD. The student population at B. G. Guzman Elementary School is approximately 406 and serves students in grades PK-3 through 5th. According to the PEIMS Data Review of our campus profile, 353 of the student population is Hispanic, 253 are identified as At-Risk, 349 are identified as Economically Disadvantaged, 12 are identified migrant, 19 homeless, and 122 LEP.

The students of B. G. Guzman Elementary School are recipients of a well-balanced curriculum offered by our District.

The current staff at B. G. Guzman Elementary School is composed of 2 campus administrators, 24 teachers (includes Coach and Music Teacher), 1 counselor, 1 librarian, 1 Community In School staff memeber, 1 library aide, 1 secretary, 1 parent educator, 1 nurse and 1 nurse aide, 2 clerks, 3 custodians, 1 security officer and 16 educational aides.

Demographics Strengths

•Demographics Strengths
1. B. G. Guzman Elementary serves all day PK 3-5th students.
2. B. G. Guzman Elementary has after school programs. (Ex. tutorials, R.Generation Clubs, ACES afer school program)
3. Boosted technological literacy for both students, staff and family due to the constant training provided by the district.
4. Teachers communicate with parents via Class Dojo, text, phone calls, email, face to face conferences, other application. (Google meets, Zoom, Chat box)
5. Teaching personnel is 100% Hispanic.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rate has decreased post COVID years. **Root Cause:** Due to COVID

Problem Statement 2: Parent involvement has decreased. **Root Cause:** Due to Covid very limited visitors can step inside campus.

Problem Statement 3: Students aren't able to interact with each other like in the past. **Root Cause:** Due to Covid

Student Learning

Student Learning Summary

Assessment tools are used to improve both teaching and student learning. For example, quizzes, tests, writing assignments, and other assessments teachers administer on a regular basis in their classrooms (Formative and Summative assessments). Also differentiating the assignments and providing hands-on activities. These are tools that B.G. Guzman Elementary has available for their students. B.G. Guzman students have shown academic gains throughout the 2021-2022 school year.

Students are broken up into five different groups ALL, Economic Disadvantage, Special Education, English Emergent, Hispanic. Students are successful with instructional supports such as accommodations through small groups, oral administration on assessments, math manipulatives, supplemental aids, and spelling assistance. Students are supported throughout activities in blended learning lessons. For example, peer guidance, teacher guidance, guided practice, hands - on activities, visual aids, and district computer programs with activities that are prescribed to individual student needs.

Student Learning Strengths

- Increased focus on data-driven instructional interventions and differentiated instruction in an effort to meet student needs and improve student performance among all low-performing groups;
- Instruction is aligned to state standards
- Instruction is aligned with assessments.
- Online STAAR practice as a whole at the computer labs.
- Intervention blocks since the beginning of school year embedded in the master schedule
- Implementation of Capturing Kids Hearts
- Implementation of Positive Behavior Intervention and Supports (PBIS).
- Early "at-risk dyslexia indicator with assessing with Amplify.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: STAAR scores for 3rd - 5th grades in all subjects tested dropped significantly compared to pre-COVID years. **Root Cause:** Teachers need to monitor students' academic growth and student attendance with fidelity. Same students were constantly absent. Parents of those students were indifferent about sending students to school on time or with frequency.

Problem Statement 2: Students deviated from district academic programs. **Root Cause:** Some teachers do not plan engaging lessons to captivate students' attention or teachers do not use Go Guardian program to monitor students when using electronic devices.

Problem Statement 3: This school year we experience a low participation of student/ parent involvement. **Root Cause:** Due to Covid and other district protocols parents and students were limited to participate in school activities.

Problem Statement 4: Students are not reading at grade level. **Root Cause:** Teachers need to plan and deliver differentiated instruction with fidelity.

School Processes & Programs

School Processes & Programs Summary

The Guzman Elementary staff works as an unified team. We do the best to ensure a successful campus, but we recognize that there is so much room for overall growth and development. With continuous collaboration and communication at all levels, our staff is focused on striving for maximum school improvement. Our goal is to increase collaboration with students and parents so that the academic achievements for each student may increase. With this in mind, all staff members work together to implement best teaching practices for students. These efforts are geared towards helping all students learn to their maximum capabilities. All teachers work together and assist one another with certain instructional strategies and the implementation of programs such as section 504, RTI program, Special Education services, reviewing and evaluating the CIP and CNA, and LPAC committee. Our reading programs help students make gains in the area of phoncis, phonemic awareness, fluency, vocabulary and reading comprehension.

In the process of monitoring and evaluating the curriculum, teachers use Eduphoria Forethought to plan their lesson plans, administrators conduct daily walkthroughs with quality feedback. Teachers used this feedback as professional development to improve their teaching practices. Teachers set their professional goals and professional development (GSPD) yearly with constant revisits throughout the year.

For the most part, parents and students have a positive perception of the campus and staff in which they feel that a safe and effective learning environment is provided. Donna ISD promotes and enforces the belief that when working together as a team, we all help maintain a safe and positive school environment for every child and staff. With school success being our number one priority, we understand the need for constant adaptation in our school system. Donna ISD works together to empower the learners and leaders of tomorrow with the intention to positively impact the world.

School Processes & Programs Strengths

- The campus uses a hiring committee composed of administrators and teachers to make hiring determination
- Professional Development is based on CIP and CNA
- All grades levels meet weekly/quarterly to discuss student data and to collaborate on lessons
- Periodically grade level meeting and CLPAC with administrators
- Teachers have access teaching resources and tools
- Class size and schedule are beneficial to maximize student learning
- Teachers use best practices to deliver lessons
- Teachers are qualified to serve our students
- Emergency classroom door lock
- Testing procedures in place (BOY, MOY, EOY, & benchmark)
- Project Wisdom is carried out daily through our morning announcements by our principal

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers and staff at B.G. Guzman reach out to parents, in an effort to get them more involved. However, it is often difficult to obtain parental involvement. Increase student attendance, academic achievement, and the social/emotional well-being of the learner. **Root Cause:** Parental involvement at B. G. Guzman, tends to be low. Student involvement.

Problem Statement 2: Staff feels school back entrance is not secure and suggest automatic/electronic pad door lock for back gate entrance(safety). **Root Cause:** Back entrance is not secure and access to the school: students, parents, and staff is easily accessible.

Perceptions

Perceptions Summary

Based on data almost 86% of teachers/staff feel campus is physically is a good and safe place to work. Some of safety procedures suck as RaptorWare which scans visitors ID cards to allow them to come into the school, the placard system that is used for parents to pick up their child, key access card issued out to authorized school personnel, emergency lock system in classrooms in case of a lockdown, and camera/speaker system located at the front so that the office staff speak to visitors without the need to step outside or open door. According to school survey teachers/staff feel administrators, professional, and paraprofessional conduct themselves professionally towards students, parents, and others. The campus has several commitees that allow staff, teachers, and parents to participate in the decision making for the best interest of staff, teachers, and students. Some of these committees include Language Proficiency Assessment committee, 504 Committee, Campus Level Planning and Advisory Committe. Even though we were facing COVID parent involvement was a priority. Contest like the Pumpkin contests still took place this year. Communication with parents was still important. Messages through Classdojo, Blackboard Message system, flyers, google classroom were being sent and translated to Spanish so that everyone would receive and understand messages.

Perceptions Strengths

Safety procedures are in place to keep our staff and students safe. These procedures include:

-RaptorWare which scans visitors ID cards to allow them to come into the school.

-Placard system that is used for parents to pick up their child.

-Key access card issued out to authorized school personnel.

-Emergency lock system in classrooms in case of a lockdown.

-Camera/speaker system located at the front so that the office staff speak to visitors without the need to step outside or open door.

The campus has several commitees that allow staff, teachers, and parents to participate in the decision making for the best interest of staff, teachers, and students. Some of these committees include Language Proficiency Assessment committee, 504 Committee, Campus Level Planning and Advisory Committe.

Campus support teachers with a mentor program who have less than two years of teacher experience in the subject or grade level to which the teacher is assigned.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student attendance has been declining post COVID years. **Root Cause:** Lack of parent support and fears to send students to school due to COVID.

Problem Statement 2: Teacher/staff retention rate has been steadily declining. **Root Cause:** Teacher and staff are in leaving the classroom or the profession to pursue career advancements, medical condition, and or retirement.

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 Reading and math goals for PreK-3
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Goals

Goal 1: B. G. Guzman Elementary will create an inviting educational learning environment that enhances student learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards that will result in more students reading on or above grade level.

Performance Objective 1: The campus will focus on instructional frameworks to help all students meet state and local goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, TELPAS, PBMAS) and Federal/NCLB (AYP).

Evaluation Data Sources: STAAR Reading, Math, Writing, Science, RTI, TELPAS, Pre-LAS, LAS, and district benchmarks.

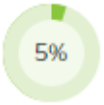
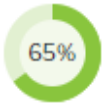
Summative Evaluation: Met Objective

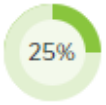
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will implement the district curriculum guide as their main source of instruction for all subject areas and all student populations. Teachers will implement all state-mandated TEKS as well as spiral all TEKS in the re-teach and review daily lesson cycles. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards, PK-Pre/Post Tests, Guided Reading, TELPAS. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy** **Funding Sources:** - State Comp.(164) - 164.11.6399 - $5,000, - Local (199) - 199.23.6499 - $1,130	75%	90%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Emphasize literacy skills to address the reading gaps that exist PK-5th grades. The librarian will invite authors and community leaders to present/read to students once a semester. RIF book distribution will be held twice a school year. A Literacy Night will take place 4 times per year. Scholastic Book Fairs twice a semester. Additional literacy events will take place throughout the year to increase student reading and writing skills. **Strategy's Expected Result/Impact:** Six Weeks Tests, Weekly Assessments, STAAR Tests, Library Schedules, Report Cards, PK-Pre/Post Tests, TELPAS, Reflective piece on field trip experience. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Librarian **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 199.12.6299 - $2,050, - Student Activity 865 - 00.2190 - $300	0%	40%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Tutoring sessions will be embedded throughout the day for students in grades 3rd - 5th grades to close the learning loss gaps in the area of need. Retired teachers, college students, and certified teachers will provide HB4545 30 hour required intervention for students not passing STAAR and/or behind his/her academic expected level. Tutorials will be provided during the day and after school. The administrators and teachers will analyze current STAAR scores for individual students in 3rd through 5th grades to provide high-impact tutoring and reteaching opportunities in the areas of need, and to provide extensive review opportunities in the areas of strength. A tutor will provide small group interventions based on the teacher's recommendations. Incentives will be given to students accomplishing their goals. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Weekly Assessments, STAAR Tests, Progress Reports, Report Cards, PK-Pre/Post Tests, Guided Reading, TELPAS. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Librarian, Teacher Assistants. College tutors, Retired Teachers, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** Tutorial Pay, Microphone, STAAR booklets, Lead4Ward, DMR Training - Title I (211) - 11.6399.102 - $282, Tutorial Pay - ESSER III (282) - 11.6118.102	90%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: The percentage of Kindergarten - 2nd grade students reading on or above grade level as measured by I-station will increase from 64% to 90% by the school year 2023. Improve academic performance for students who may be failing, retained, or not mastering the state mandated curriculum. PK-5 students will receive Tier I instruction in the classroom and use I-Station once a week for 30 minutes. Tier II students will receive an additional 30 minutes of interventions weekly through I-Station. Tier III students will receive an additional 30 minutes of intervention. PK-5th grade students will have access to computer adaptive programs (Imagine Math and I-Station), and learning.com. Equitable classrooms will be studies, planned, and designed based on special populations, guided reading levels, gender, ability. B. G. 1 **Strategy's Expected Result/Impact:** Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards, I-station monthly reports, TELPAS. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Librarian, Counselor, Computer Lab Manager **Comprehensive Support Strategy** **Funding Sources:** - Title I (211) - 211.11.6395 - $2,700	30%	50%	40%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Purchase adequate instructional materials and supplies. Materials will be researched-based and purchased through the district's warehouse and approved vendors such as: Lakeshore, Gateway. STAAR test prep materials, STAAR intervention materials, pencils for STAAR, and RTI materials will also be purchased. Headsets, projectors, document cameras, EIKI's, Elmos, computers, laptops, IPADS, and other technology will be implemented in the classrooms to support instruction and student need. The campus will obtain and provide manipulatives, models, consumable, non-consumable materials, colored overlays, and any other classroom instructional materials or resources for all core content areas and all student populations. **Strategy's Expected Result/Impact:** Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards, PK-Pre/Post Tests, Guided Reading, TELPAS. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 11.6321 - $300, - Local (199) - 23.6269 - $2,200, - Local (199) - 23.6399 - $1,668, - State Comp.(164) - 11.6499 - $1,400, - Local (199) - 23.6269 - $800, - Title I (211) - $4,400, - State Special Ed. (165) - $600, - Title III (263) - $1,000, - Teacher/Principal (255) - $1,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: The campus will provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: response to intervention (RTI), data utilization, integrate technology in the classroom, state adopted textbooks, supplemental programs, strategies for ELLs, classroom management, and discipline for appropriate behavior. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Weekly Assessments, STAAR Tests, Progress Reports, Report Cards, PK-Pre/Post Tests, Guided Reading, TELPAS. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 13.6239 - $200, - Local (199) - 13.6411 - $400, - Local (199) - 23.6239 - $200, - Local (199) - 23.6411 - $700				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: The campus will implement district initiatives such as Guided Reading, Gradual Release of Responsibility Model (I Do, We Do, You Do), 5E Model, Anchor Charts, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology Application, Journals, Accelerated Reading, Student Portfolios, Sheltered Instruction, and College and Career Readiness Activities. #4 Critical thinking, problem solving, and decision making projects/lessons will be planned by librarian. Students will evaluate technology tools applicable for solving problems. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Weekly Assessments, STAAR Tests, Progress Reports, Report Cards, PK-Pre/Post Tests, TELPAS, Technology Application TEKS. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Librarian **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 11.6399 - $1,032	40%	80%	80%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: The campus will develop a campaign to encourage students to come to school regularly and stay in school throughout the day. An attendance committee will spearhead this campaign. **Strategy's Expected Result/Impact:** Attendance Reports by teacher, grade level, and campus, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, PEIMS Clerk, Attendance Helper, Office Staff, Teacher Assistants **Comprehensive Support Strategy** **Funding Sources:** - Student Activity 865 - 11.6498 - $500, - Title IV 289 - $500	15%	45%	55%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Expand and update library resources. Purchase daily local newspapers, Magazine Subscriptions, etc. Increase the number of books and professional resources available at the library. Sections will be labeled for professionals only and separated from the student resources. Increase the number of class sets of books. (Lakeshore, Gateway, and Scholastic materials for PK-5th Grades). **Strategy's Expected Result/Impact:** Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Librarian, Teachers **Comprehensive Support Strategy**	20%	60%	80%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Integrate library skills into the curriculum. The teacher and librarian will collaborate and plan lessons to include reading and technology skills. Librarian will submit lesson plans on a weekly basis integrating TEKS to library lessons. Learning.com will also be monitored by the librarian on a biweekly basis. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards, TELPAS. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Librarian **Funding Sources:** - Local (199) - 12.6329 - $950, - Local (199) - 12.6239 - $35, - Local (199) - 12.6299 - $300	20%	70%	80%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide support activities for literacy and drug-free education through career day by inviting community members. Showcase students' efforts through literacy activities. G. B. 3 **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Counselor, Teachers **Comprehensive Support Strategy** **Funding Sources:** - State Comp.(164) - 11.6412 - $400, - Local (199) - 12.6235 - $65, - Student Activity 865 - 11.2190 - $300, - Title IV 289 - $1,500	0%	60%	80%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Monitor student progress regularly during data meetings, RtI meetings, ARD meetings, 504 meetings, LPAC meetings, grade level meetings, faculty meetings, student grades, and adjust instruction as needed. **Strategy's Expected Result/Impact:** Computer Adaptive Programs, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards, PK-Pre/Post Tests, Guided Reading, TELPAS. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Counselor, Teachers **Comprehensive Support Strategy**	30%	70%	80%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Administer bundle tests and six weeks tests to ensure more students achieve meets and/or masters performance level on STAAR exams. All six weeks/bundle tests must be submitted through AWARE. Make scores available to teachers. Teachers will develop an intervention plan every 6 weeks targeting specific objectives. B. G. 2 **Strategy's Expected Result/Impact:** Student Trackers, Teacher Action Plans, Bundle Tests, Six Weeks Tests, Progress Reports, Report Cards. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Students **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 11.6399 - $1,000	100%	100%	100%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Implement research-based program/strategies such as: Dr. Ramirez, Reading A-Z, Science A-Z, DISD Guided Reading Model, Region I, Stemscopes, other Science program/strategies and STAAR Trainings and strategies. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards, PK-Pre/Post Tests, Guided Reading, TELPAS. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers	55%	25%	25%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Improve comprehension by using Reading A-Z guided reading leveled readers, Istation, and textbook adoption materials. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards, TELPAS, Istation Class Summary Reports **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	60%	75%	80%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Emphasize fluency in Pre-K - 2nd grades and 3rd-5th students reading below grade level by individualizing daily reading with students, taking running records, conducting readers theaters, teaching sight and high frequency words, and having instructional assistants read individually and/or tutor students. Literacy stations and small group instruction will be emphasized in all grade levels using the DISD Guided Reading Model. **Strategy's Expected Result/Impact:** Amplify mClass, Tests, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards, PK-Pre/Post Tests, Guided Reading, TELPAS. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Librarian **Comprehensive Support Strategy** **Funding Sources:** - Title I (211) - 11.6399 - $10,872	35%	75%	75%	100%

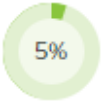
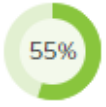
Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Improve phonological awareness through direct instruction and teaching it within context. Hands-on activities will be used to improve rhyming and alliteration, sentence and segmenting, onset & rhyme, blending, and segmenting of individual phonemes. **Strategy's Expected Result/Impact:** Amplify mClass, Progress Monitor, Tests, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards, PK-Pre/Post Tests, Guided Reading, TELPAS. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	0%	55%	70%	100%

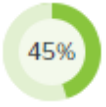
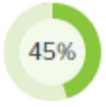
Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Develop reading comprehension and critical thinking skills by implementing the Gradual Release of Responsibility model. Abydos reading strategies and MVP strategy (monitoring, visualization, prior knowledge) will be taught so students may apply it with the variety of genres such as expository texts, informational texts, poetry, and narrative texts. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards, PK-Pre/Post Tests, Guided Reading, TELPAS. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	55%	80%	80%	100%

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Ensure that different types of graphic organizers and sources are incorporated into reading instruction. Use the HMH state adopted reading resources and Dr. Diana Ramirez reading strategies for different reading skills. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	10%	100%	100%	100%

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Coordinate across the grade levels with the use of reading strategies for consistency of campus instructional efforts. Use the textbook adoption graphic organizers as a resource. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	0%	65%	60%	100%

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21: Include librarian in grade level planning during vertical alignment scheduled meetings, so that library lessons and activities can correlate to STAAR reading objectives as appropriate. Incentives will be given after goals are reading goals are set. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Librarian, Teachers **Comprehensive Support Strategy**				

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 22: Develop word walls in each classroom where the teacher constantly uses and updates them weekly. Recognize Pre-K -5th grade students for their reading efforts, exhibit student work in hallways and other student areas, plan literacy events/activities and books displays designed to promote reading in the library, etc. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards, PK-Pre/Post Tests, Guided Reading, TELPAS. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Funding Sources:** - Local (199) - 11.6399 - $1,000				

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 23: Schedule field trips to: See theatrical performances and other events at the high school and UTRGV in order to observe audience behavior and to evaluate dramatic activities. Students will write, express, discover, record, develop, reflect on ideas, and problem solve as they watch the progression of the event. Field trips are also to motivate and improve students' learning by experiencing these places. **Strategy's Expected Result/Impact:** Benchmark Tests, STAAR Tests, Report Cards. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy** **Funding Sources:** - State Comp.(164) - 11.6412 - $400, - Local (199) - 11.6412 - $1,200, - Title IV 289 - 289 - $1,200, - Title I (211) - $1,200				

Strategy 24 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 24: Provide effective teaching practices that impact student learning through the utilization of: STAAR objectives, Reading Strategies, TEKS, Cooperative Learning, Classroom Management. Provide flexibility for training workshops/conferences: TEPSA/TASA Conference, Region One, ABYDOS trainings, Legal Digest, TABE, STAAR Trainings/Conferences for testing, Reading Writing, Math, and Science, Counselors Academy, etc. **Strategy's Expected Result/Impact:** Staff Development, Training Surveys, Lesson Plans, Six Weeks Tests, STAAR Tests, Evaluation Forms, Plan of Action, Meeting Agendas **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Counselor **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 13.6411 - $340, - Local (199) - 23.6411 - $595, - Local (199) - 23.6499 - $500, - Teacher/Principal (255) - 255.23 - $1,900, Counselor Academy/ End of Year Conference - Title IV 289 - $500, - Teacher/Principal (255) - 255.13 - $1,200	15%	45%	55%	100%

Strategy 25 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 25: Meet with new teachers once a week to provide training in the implementation of campus reading instruction, expectations, reading TEKS, STAAR Objectives, and D.I.S.D. Reading Program Expectations. All new teachers will be assigned a mentor. **Strategy's Expected Result/Impact:** Sign in sheets, Staff Development, Lesson Plans, Mentor Logs **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Librarian, Teacher Mentors	70%	80%	80%	

Strategy 26 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 26: Develop cohesive school-wide approaches to reading and writing instruction beginning in Pre-K through the language experience approach and through reading and writing connections. The Pre-K - 3rd grade teachers will follow the district curriculum and submit writing samples once every 6 weeks to include a writing rubric per student. Support strong methods of teaching reading and writing. **Strategy's Expected Result/Impact:** Student Portfolios and writings **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 11.6399 - $1,000	5%	70%	70%	

Strategy 27 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 27: PK-5th grades will hold Professional Learning Communities (PLC) and vertical alignment meetings to improve the skills and knowledge of teachers through expertise exchange, professional dialogue, and collaborative study such as action research especially as a way to continually questions, reevaluate, refine, and improve teaching strategies and knowledge, and evaluate and align curriculum/instructional resources to the TEKS. Vertical alignment meetings will take place once every semester, and PLC meetings will take place twice a month. Monitoring will be done to ensure there is alignment between TEKS/STAAR as appropriate. **Strategy's Expected Result/Impact:** Planning Schedules, Sign Ins **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	0%	60%	65%	

Strategy 28 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 28: Fund/contract educational consultants: Dr. Diana Ramirez, ABYDOS & Region One as needed. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy** **Funding Sources:** - Title I (211) - 13.6239, - State Comp.(164) - 13.6239	70%	100%	100%	100%

Strategy 29 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 29: Purchase motivational student school shirt & STAAR t-shirts. Students will receive motivational School Shirt and STAAR Theme Shirts to instill pride in their school and to motivate them in preparation of STAAR Testing. **Strategy's Expected Result/Impact:** Report Cards, Parental Involvement 897.00.2190.01 $547.00 **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Counselor **Comprehensive Support Strategy** **Funding Sources:** 897.00.2190.01 - Local (199) - 897.00.2190.01 - $547, - Student Activity 865 - $1,080	0%	0%	0%	

Strategy 30 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 30: Student will receive incentives from Oriental Trading, Dollar Store, and other stores as well as snacks from HEB, Sam's, and Wal-Mart. End-of-the Year Celebrations will be held. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Counselor **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 11.6498 - $2,442.09, - Student Activity 865 - $900	5%	50%	50%	100%

Strategy 31 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 31: The campus will hold Awards Assembly for A and B Honor Roll, Perfect Attendance, and Good Citizenship. Awards ceremony will be held every six weeks period. Medals, trophies, and certificates for end-of-the-year recognition will be bought at Valley Trophies in Weslaco, Tx. End-of-the-Year Kindergarten Graduation Ceremony caps, gowns, and tassels will need to be purchased through Rhyme University or other available vendors. **Strategy's Expected Result/Impact:** Parental Notices, Six Weeks Report Cards, Attendance Records, and citizenship records. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Counselor **Funding Sources:** - Local (199) - 11.6498 - $1,920, - Student Activity 865 - $800	20%	70%	80%	100%

Strategy 32 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 32: Provide campus recognition for student performance. The campus will maintain a recognition bulletin board in the middle of the main school building. Pictures and achievements will be displayed and updated on a 6 weeks basis. **Strategy's Expected Result/Impact:** Bundle Tests, Six Weeks Tests, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Counselor, Librarian **Comprehensive Support Strategy**	40%	60%	65%	100%

Strategy 33 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 33: Purchase toner for printer located at curriculum office to duplicate student tests every six weeks, generate six weeks reports from AWARE to analyze students' growth and areas of improvement . **Strategy's Expected Result/Impact:** STAAR, Six weeks bundle testing, lesson plans **Staff Responsible for Monitoring:** Principal & Curriculum Specialist **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Printer - Teacher/Principal (255) - 21.6395 - $700, - Local (199) - $100, - Faculty Account 897 - $100	15%	20%	25%	100%

Strategy 34 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 34: After-school programs will be available for students from Kinder through 5th grade to participate in. Snacks and transportation will be available for all students who participate. **Strategy's Expected Result/Impact:** Increase attendance, grades, and self-esteem. **Staff Responsible for Monitoring:** Club Sponsors (teacher and instructional aides) **Funding Sources:** Office Supplies - Title IV 289 - $14,862	0%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: B. G. Guzman Elementary will create an inviting educational learning environment that enhances student learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards that will result in more students reading on or above grade level.

Performance Objective 2: Bilingual/ESL: The campus will increase the percentage of ELLs progressing one performance level, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools, and increase the percentage of ELL's at Advanced High after the fifth year of enrollment in US schools.

Evaluation Data Sources: STAAR Reading, Math, Writing, Science, TELPAS, Pre-LAS, LAS, and district benchmarks.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Incorporate sheltered instruction in all grade levels and all subjects. Provide adequate instructional materials in both English and the student's native language to meet the needs of the students. **Strategy's Expected Result/Impact:** Staff Development Evaluations & Trainings, Surveys, Bundle Tests, Six Weeks Tests, Benchmark Tests, Student Progress Reports, Agendas, Plan of Action, T-TESS Walkthroughs, Progress Reports, Report Cards, & TELPAS **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	40%	60%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The campus will provide guidelines for Reading instruction aligned to the Texas Essential Knowledge and Skills in Spanish and English for all Pre-Kindergarten to 5th grade. TEKS addressed will be documented on Eduphoria Forethought Lesson Planner. **Strategy's Expected Result/Impact:** Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Test, Library Schedules, Report Cards, Drug Ed. Logs, PK-Pre/Post LAS Tests, TELPAS tests. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers	45%	80%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Continue the implementation of TEKS/STAAR in Spanish and English reading to close the achievement gap for all students including special populations. The teacher must adhere to the LAP form developed for each bilingual student. A portfolio must be maintained of all work done for those students who are not making gains. **Strategy's Expected Result/Impact:** Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Library Schedules, Progress Reports, Report Cards, Drug Ed. Logs, PK-Pre/Post Tests, and STAAR Tests. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	20%	80%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Contract Abydos Learning International, Region One, District Trainings, and other Instructional Methodologies. **Strategy's Expected Result/Impact:** Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Library Schedules, Progress Reports, Report Cards, Drug Ed. Logs, PK-Pre/Post Tests, Guided Reading, Running Records, STAAR Tests. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	60%	65%	70%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide bilingual materials needed such as grade level readers: Readers A-Z, state adopted textbooks, a variety of reference materials such as Spanish dictionaries, and state adopted consumables. **Strategy's Expected Result/Impact:** Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Library Schedules, Progress Reports, Report Cards, Drug Ed. Logs, PK-Pre/Post Tests, Guided Reading/Running Records, STAAR Tests. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Funding Sources:** - Title III (263) - 11.6399 - $768	100%	100%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Develop a classroom environment conducive to the needs of bilingual students. Display and use teaching tools materials such as drawings/visuals, interactive journals, reader's theater, anchor charts and provide supplemental resources. **Strategy's Expected Result/Impact:** Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Library Schedules, Progress Reports, Report Cards, Drug Ed. Logs, PK-Pre/Post Tests,Guided Reading, Running Records, STAAR Tests. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers	5%	80%	80%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Develop thematic units to foster language transition. Schedule field trips linked with subject area. Schedule field trip to offer connection of books to real life, and for students to see characteristics of dramatic plays. **Strategy's Expected Result/Impact:** Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Library Schedules, Progress Reports, Report Cards, Drug Ed. Logs, PK-Pre/Post Tests,Guided Reading, Running Records, STAAR Tests. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers	0%	45%	45%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Engage students in reading experiences to make writing connections. All grade levels will submit writing samples from every student once every six weeks. A writing portfolio must be maintained and turned in at the end of the six weeks. **Strategy's Expected Result/Impact:** Writing Journals, Writing Portfolios, Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Library Schedules, Progress Reports, Report Cards **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	55%	65%	80%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Purchase EIKI projectors and Elmos to assist bilingual teachers in providing effective classroom lessons. **Strategy's Expected Result/Impact:** Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards, PK-Pre/Post Tests, Guided Reading, Running Records, STAAR Tests. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	0%	100%	100%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Purchase headphones (Caliphone) for students to listen to computer based programs during intervention and guided reading periods. Purchase testing materials to include Pre-LAS, Post-LAS, Terranova to assess bilingual student's progress. **Strategy's Expected Result/Impact:** Six Weeks Tests, Weekly Assessments, Benchmark Tests, STAAR Tests, Progress Reports, Report Cards, PK-Pre/Post Tests, Guided Reading, Running Records, STAAR Tests. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Counselor **Comprehensive Support Strategy** **Funding Sources:** - State Comp.(164) - 11.6395 - $1,540	0%	100%	100%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: ELL Trainings will be available to meet teacher/student needs. Provide staff development through analysis of needs assessment. Teachers will have access to Region One, conferences, Elementary English as a Second Language Conference, TABE Conference, and other district trainings. **Strategy's Expected Result/Impact:** Training Certificate in Eduphoria **Staff Responsible for Monitoring:** Bilingual Dept., Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	60%	80%	80%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: The campus will provide and attend research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: response to intervention (RTI), data utilization, technology, state adopted textbooks, supplemental programs, strategies for ELLs, classroom management, and discipline (teaching) for appropriate behavior. **Strategy's Expected Result/Impact:** STAAR Results Benchmarks Walkthroughs **Staff Responsible for Monitoring:** Administration Teachers Paraprofessional Parents **Funding Sources:** - Local (199), - State Comp.(164)	50%	70%	70%	→

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

Goal 1: B. G. Guzman Elementary will create an inviting educational learning environment that enhances student learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards that will result in more students reading on or above grade level.

Performance Objective 3: Special Education: The District will improve its overall rating component in the T.E.A.'s Determination Report from a 3 to a 2 with a focus on student discipline and academic performance.

Evaluation Data Sources: STAAR Reading, Math, Writing, Science, TELPAS, Pre-LAS, LAS, and district benchmarks

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will provide trainings in the area of student behavior (Ex. FBA, BIP, behavior strategies) throughout the year. **Strategy's Expected Result/Impact:** Trainings, meetings, logs **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Special Ed. Teacher, Special Ed. Dept.	0%	15%	20%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The campus will provide trainings in the area of accommodations to all teachers. **Strategy's Expected Result/Impact:** Trainings, sign in sheets, agendas **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Special Ed. Teacher, Special Ed. Dept.	5%	40%	40%	

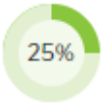
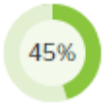
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: The campus will provide campus reviews with teachers on student academic performance. **Strategy's Expected Result/Impact:** Meetings, ARD's, Briefings **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Special Ed. Teacher, Special Ed. Dept.	5%	90%	95%	100%

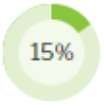
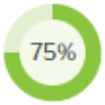
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: The campus will recognize student academic performance. **Strategy's Expected Result/Impact:** Programs, invitations, pictures **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Special Ed. Teacher, Counselor	15%	50%	50%	100%

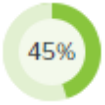
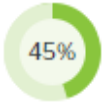
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: The campus will recognize improvement in student behavior. **Strategy's Expected Result/Impact:** Certificates, student incentives given, events **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Special Ed. Teacher, Counselor	0%	50%	55%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Review the PBM Assessment Performance Indicator Description-STAAR Participation, Instruction Major Systems Targeted-Instruction Components-Data Informed Instructional Placement **Strategy's Expected Result/Impact:** Evidence of Implementation: ARD Committee/ ARD Paperwork; Appropriate Assessments, Participation Requirement Forms Evidence on Impact: Appropriate ARD Decisions for STAAR A, ALT Assessments (meets eligibility criteria) Strategies, Initiatives, and Activities- ARD Committee will review/ensure that students meet the participation requirements for STAAR A, ALT. Campus leaders and district Special Education department will monitor by reviewing paperwork frequently. **Staff Responsible for Monitoring:** Eduphoria Aware Program, ELA Directors, Principal, CS, General Ed and Special Education Teachers	20%	25%	25%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Review the PBM Assessment Performance Indicator Description-Graduation Rate, Instruction Major Systems Targeted-Instruction Components-Data Informed Instructional Placement **Strategy's Expected Result/Impact:** Evidence of Implementation: ARD Signatures Evidence on Impact: Retrieval of credits-on target to graduate with cohort group. Continue to monitor Sp.Ed. Services/instructional placement, appropriate assessments, related services and aides, and appropriate accommodations for the Sp. Ed. Students. **Staff Responsible for Monitoring:** ARD Committee Personnel	35%	40%	40%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Review PBM Assessment Performance Indicator Description-I.S.S. Placement Targeted-Instruction Components-Data Informed Instructional Placement **Strategy's Expected Result/Impact:** TEAMS Disciplinary Reports, Campus Visits, Sign-in Sheets at Campus Evidence on Impact: Decrease the number of students in ISS. Review with campus administrators every six weeks the infractions for the Special Education students; follow up with initiatives/strategies to address recurring infractions (e.g. FBA, BIP, MD'S, parental conferences, counseling). Identify trends and provide training to address those proactively. **Staff Responsible for Monitoring:** Principal, CS, Special Education Teachers, (Case Managers)				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Review PBM Assessment Performance Indicator Description-I.S.S. Placement Targeted-Instruction Components-Data Informed Instructional Placement **Strategy's Expected Result/Impact:** TEAMS Disciplinary Reports, Campus Visits, Sign-in Sheets at Campus Evidence on Impact: Decrease the number of students in ISS. Review with campus administrators every six weeks the infractions for the Special Education students; follow up with initiatives/strategies to address recurring infractions (e.g. FBA, BIP, MD'S, parental conferences, counseling). Identify trends and provide training to address those proactively. **Staff Responsible for Monitoring:** Principal, CS, Special Education Teachers, (Case Managers)				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Review the PBM Assessment Performance Indicator Description-O.S.S. Placement Targeted-Instruction Components-Data Informed Instructional Placement **Strategy's Expected Result/Impact:** TEAMS Disciplinary Reports, Campus Visits, Sign-in Sheets at Campus Evidence on Impact: Decrease the number of students in OSS. Review with campus administrators every six weeks the infractions for the Special Education students; follow up with initiatives/strategies to address recurring infractions (e.g. FBA, BIP, MD'S, parental conferences, counseling). **Staff Responsible for Monitoring:** Principal, CS, Special Education Teachers, (Case Managers)				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Review the PBM Assessment Performance Indicator Description-DAEP Placement Placement Targeted-Instruction Components-Data Informed Instructional Placement **Strategy's Expected Result/Impact:** TEAMS Disciplinary Reports, Campus Visits, Sign-in Sheets at Campus Evidence on Impact: Decrease the number of students at DAEP. Review with campus administrators every six weeks the infractions for the Special Education students; follow up with initiatives/strategies to address recurring infractions (e.g. FBA, BIP, MD'S, parental conferences, counseling). **Staff Responsible for Monitoring:** Principal, CS, Special Education Teachers, (Case Managers)	20%	55%	55%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Use the T-TESS Teacher Goal Setting and Self-Reflection, part 2 to plan for additional training during the beginning, middle, and end of the year. **Strategy's Expected Result/Impact:** Staff Development, Training Surveys, Walkthroughs, STAAR Scores, Final Grades, Evaluation Reports **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Regular & Special Ed. Teachers **Comprehensive Support Strategy**	20%	50%	60%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide training for designated personnel on Senate Bill 1196 requirements. **Strategy's Expected Result/Impact:** Staff Development, Training Surveys, Walkthroughs, STAAR Scores, Final Grades, Evaluation Reports **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Regular & Special Ed. Teachers **Comprehensive Support Strategy**	0%	25%	30%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Have personnel staff trained on CPI. **Strategy's Expected Result/Impact:** Training Certificates **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	100%	100%	100%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: PBM Discipline-I.S.S. Provide training on best practices for a systematic approach to classroom/campus management; addressing behavioral issues in the classroom for OH students (ADHD); working with the autistic student. Continue to ensure that students placed in ISS are receiving special education services, with administrative follow-up a key component. **Strategy's Expected Result/Impact:** Attendance/Sign In Sheets Evidence on Impact: Decrease the number of students in ISS **Staff Responsible for Monitoring:** Region One Personnel, Principal, CS, Special Education Personnel, LSSP, Autism Team Members, Outside Consultants	30%	35%	35%	

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: PBM Discipline-O.S.S. Provide training on best practices for a systematic approach to classroom/campus management; addressing behavioral issues in the classroom for OH students (ADHD); working with the autistic student. **Strategy's Expected Result/Impact:** Attendance/Sign In Sheets Evidence on Impact: Decrease the number of students in OSS **Staff Responsible for Monitoring:** Region One Personnel, Principal, CS, Special Education Personnel, LSSP, Autism Team Members, Outside Consultants	15%	30%	40%	

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Special education students who meet goals for the six weeks will be given an incentive for the accomplishment. **Strategy's Expected Result/Impact:** Student Participation **Staff Responsible for Monitoring:** Special Education Teacher	0%	20%		

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Recognition awards will be rewarded to students who meet gains at the end of each six weeks. **Strategy's Expected Result/Impact:** Student Participation **Staff Responsible for Monitoring:** Special Education Teacher	25%	25%	70%	

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Instructional, observational field trips will be planned for students with special needs. **Strategy's Expected Result/Impact:** Student Participation **Staff Responsible for Monitoring:** Campus Admin., Special Education Teachers, Special Education Teacher Assistants	0%	100%	100%	100%

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: 20) Special education students will have tutorial from 3rd-5th grades to assist them in areas of need. **Strategy's Expected Result/Impact:** Calendar, sign in sheets, permission slip **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Special Ed. Teacher **Comprehensive Support Strategy**	10%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: B. G. Guzman Elementary will create an inviting educational learning environment that enhances student learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards that will result in more students reading on or above grade level.

Performance Objective 4: Migrant Students will meet state standards as reported by the end of the year. At grades PK-5th Grade, 95% or more of the students will be promoted/complete grade level requirements by the end of the year.

Evaluation Data Sources: Imagine Literacy and Language, Imagine Math, STAAR Reading, STAAR Writing, TELPAS, Pre-LAS, LAS, and district benchmarks.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will offer supplemental instruction to migrant students by offering a tutor for 3rd - 5th grade students in core content areas during the instructional day. The campus will provide snacks, materials, and supplies to the students. **Strategy's Expected Result/Impact:** Tutorial schedule, classroom master schedule, Lesson plans, AWARE data, and students and tutor sign in sheets **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Librarian, Computer Lab assistant, high school tutor.	15%	65%	70%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The campus will provide school supplies and clothing (uniforms, under garments, shoes and jackets) when necessary. **Strategy's Expected Result/Impact:** Clothing Voucher Request Forms **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Counselor **Funding Sources:** - Title I (211) - 32.6499 - $500	35%	75%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Identify all migrant students and students on 'Priority for Services' listing to provide instructional technology such as Brainchild Mechanics, Imagine Math, Imagine Language and Literacy, Stemscopes, and other relevant programs. **Strategy's Expected Result/Impact:** Sign In Logs, Computer Lab Reports **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Librarian, Teachers, Computer Lab Assistant	15%	55%	60%	→

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

Goal 1: B. G. Guzman Elementary will create an inviting educational learning environment that enhances student learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards that will result in more students reading on or above grade level.

Performance Objective 5: CTE: The District will 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%.

Summative Evaluation: Met Objective

Goal 1: B. G. Guzman Elementary will create an inviting educational learning environment that enhances student learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards that will result in more students reading on or above grade level.

Performance Objective 6: Fine Arts: Students will be provided with Fine Arts by incorporating culture awareness and creativity expression throughout the year.

Evaluation Data Sources: Students will be motivated with Fine Arts which will help their interest for school and to do well in Six Weeks Tests, STAAR Tests, attendance, and other academic performances.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The Fine Arts Teacher will provide concerts, recitals, exhibits, and performances for Parents. **Strategy's Expected Result/Impact:** Performances, Parent Notices **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Music Teacher, Parent Involvement Coordinator, Teachers **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 11.6399	0%	5%	15%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Utilize music TEKS to plan lessons on Eduphoria Forethought. **Strategy's Expected Result/Impact:** Students performances **Staff Responsible for Monitoring:** Music Teacher Curriculum Specialist Principal	10%	45%	25%	→

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

Goal 1: B. G. Guzman Elementary will create an inviting educational learning environment that enhances student learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards that will result in more students reading on or above grade level.

Performance Objective 7: Physical Education: The campus will require the Fitness Gram physical fitness assessment to be administered to 90% of all students enrolled in P.E.

Evaluation Data Sources: The school will meet specific objectives and goals intended to accomplish through the physical education curriculum.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The coach will collect fitness data (BOY, MOY, EOY) for all students enrolled at our campus (FITNESS GRAM) and meet with students to set goals to improve on Fitness Gram. **Strategy's Expected Result/Impact:** Fitnessgram data report **Staff Responsible for Monitoring:** Coaching Staff, Curriculum Specialist	5%	0%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health. Field Day activities are in support of CATCH teaching and learning. **Strategy's Expected Result/Impact:** Lesson Plans Field lines for competition. **Staff Responsible for Monitoring:** Coaching Staff, Curriculum Specialist **Funding Sources:** Paint for running lanes - Local (199) - 23.6499 - $151.91	20%	10%	30%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: The coach will maintain up-to-date PE/Health timelines in online Curriculum Collaborative aligning state standards and district-adopted curricula. **Strategy's Expected Result/Impact:** Lesson Plans **Staff Responsible for Monitoring:** Coaching Staff, Curriculum Specialist	55%	0%	35%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Maintain a Coordinated School Health program through four annual SHAC (Student Health Advisory Committee) meetings. **Strategy's Expected Result/Impact:** Agenda, Sign in sheets **Staff Responsible for Monitoring:** Coaching Staff, Curriculum Specialist, Principal, Nurse	0%	0%	5%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: B. G. Guzman Elementary will create an inviting educational learning environment that enhances student learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards that will result in more students reading on or above grade level.

Performance Objective 8: Drop Out Prevention: The campus will meet or exceed the state attendance rate.

Evaluation Data Sources: The percentage of students reported on an average daily attendance will increase from 95.79% to 97% by the end of the school year.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The attendance committee will meet at least every six weeks to discuss chronically absent students and identify measures to take with families. **Strategy's Expected Result/Impact:** Daily/Weekly/Six Weeks Attendance, Progress Reports, Six Week Report Cards, **Staff Responsible for Monitoring:** Attendance committee, teachers, parent educator, PEIMS Clerk, Attendance Helper **Comprehensive Support Strategy** **Funding Sources:** - Teacher/Principal (255) - 11.6291 - $500	0%	60%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The campus will have Drug Ribbon Campaign once a semester. **Strategy's Expected Result/Impact:** Activities, Pictures Staff Calendar of Events **Staff Responsible for Monitoring:** Counselor, Principal, Curriculum Specialist, Teachers **Funding Sources:** - Teacher/Principal (255) - 23.6239 - $200, - Teacher/Principal (255) - 31.6498 - $300	0%	70%	85%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: The students with high absences will be referred to the truant officer, so that the students may come to school every day and not create a pattern of absenteeism which will lead to skipping classes in secondary, having low grades, and possibly dropping out. Drop Out prevention activities will include Drug Ed Week, Career Day, and additional promotional ideas to prevent dropout. **Strategy's Expected Result/Impact:** Attendance Report, Truancy Letters, Perfect Attendance, Home Visits, Telephone Logs, Daily/Weekly Recognition, Incentives, Recognition Wall,I am B.G. Guzman Elementary **Staff Responsible for Monitoring:** Principal, Attendance Clerk, Attendance Committee, Counselor, Curriculum Specialist, Teachers, Parents, Truant Officer **Comprehensive Support Strategy** **Funding Sources:** Promotional Propganda - Teacher/Principal (255) - 11.6291 - $500, - Teacher/Principal (255) - 23.6411 - $2,193, - Teacher/Principal (255) - 13.6411 - $200	0%	55%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Students will be informed decision-makers as campus administrators and staff promote a positive climate with equitable educational opportunities. College readiness strategies and activities such as Success Suits Me Initiative will allow students to plan a clear and positive career path. Test taking skills and study skills will be embedded throughout daily academic experiences. Classroom practices will be planned to encourage effort and understanding, plus create a caring learning environment that will improve student motivation. B. G. 3 **Strategy's Expected Result/Impact:** Student Activity Account (865) $450 **Staff Responsible for Monitoring:** Administrators Counselor Teachers Parents **Comprehensive Support Strategy**	10%	60%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: B. G. Guzman Elementary will create an inviting educational learning environment that enhances student learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards that will result in more students reading on or above grade level.

Performance Objective 9: GT: At least 90% to 95% of Gifted & Talented Students will meet state standards as reported by the end of the year. At grades PK-5th Grade, 95% or more of the GT students will be promoted/complete grade level requirements by the end of the year.

Evaluation Data Sources: STAAR Reading, STAAR Writing, STAAR Math, STAAR Science, and district benchmarks.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide Gifted & Talented instructional strategies. All G.T. students will collaborate as a grade level to create and work on different projects once a semester. **Strategy's Expected Result/Impact:** Benchmark Tests, Six Weeks Tests, Progress Reports, Istation, Lesson Plans, GT Curriculum, GT Show Case, Texas Performance Standard Projects, ACES Participation **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Librarian **Comprehensive Support Strategy** **Funding Sources:** - Title IV 289 - 11.6399 - $2,000	0%	0%	10%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop innovative products and performances that reflect individuality, creativity, and high-level thinking. **Strategy's Expected Result/Impact:** Benchmark Tests, Six Weeks Tests, Progress Reports, Lesson Plans, GT Curriculum, ACES Participation, Show Case Summer Project, Texas Performance Standard Projects **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, GT Teachers **Comprehensive Support Strategy** **Funding Sources:** - Title IV 289 - 11.6499 - $1,070, - Title IV 289 - 11.6412 - $700	0%	0%	5%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Implement TEKS at a higher order thinking level. Students should work on a project once every semester. **Strategy's Expected Result/Impact:** Benchmark Tests, Six Weeks Tests, Progress Reports, Lesson Plans, GT Curriculum, GT Projects, ACES Participation, Robotics **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Librarian **Comprehensive Support Strategy**	0%	0%	5%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Screen all Kindergarteners in the fall with GT screener and screen 1st - 5th grade students based on teacher or parent recommendation. **Strategy's Expected Result/Impact:** Increase identification of GT students **Staff Responsible for Monitoring:** Teachers, Counselor, Curriculum Specialist, Principal	0%	60%	60%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: B. G. Guzman Elementary will create an inviting educational learning environment that enhances student learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards that will result in more students reading on or above grade level.

Performance Objective 10: Improve student academic performance and enhance literacy skills by providing students with quality library skills instruction. Library program will encourage parental involvement to ensure student success. Library program will encourage literacy and celebrate student success by various means such as:
1. Expanding and updating library resources at the campus level to help support curriculum through diverse books, magazines, journals, and newspaper subscriptions.
2. Hosting literacy nights, book fairs, and author visits
3. Expanding technology awareness and introducing students and teachers to new tech resources through training and the campus website.
4. Providing students rewards/incentives every six weeks for those meeting the TOP READER goals designated by the campus library program.
5. Providing the librarian with opportunities to attend various staff development workshops and conferences throughout the year to help expand knowledge in literature, technology, acquisition, copyright laws, etc. These workshops/conferences may include Region One Fall Media Conference, Region One Spring Extravaganza, the Texas Library Association annual conference.

Evaluation Data Sources: Student population will participate in various reading programs such as Accelerated Reader (80 % participation with students earning 85% or better); Battle of the Books for elementary.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Instructional and Supportive Initiatives: Provide equitable and open access to the library and integrate library skills that support the school curriculum through collaborative lessons, teacher trainings, and motivational reading programs. Ex.Accelerated Reader, Battle of the Books, etc. **Strategy's Expected Result/Impact:** reading program reports, sign in sheets, circulation reports, etc. **Staff Responsible for Monitoring:** Librarian, Library aide, teachers, support staff, and administration.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Diversity in Library Resources: Expand and update library resources at the campus level to support the curriculum through diverse literacy such as books, magazines, and journals; and incorporate the latest technology to improve learning skills. **Strategy's Expected Result/Impact:** 199.12.6395 199.12.6329 **Staff Responsible for Monitoring:** Librarian, teacher campus administration **Funding Sources:** - Local (199) - 12.6399 - $600	50%	70%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Staff Development: Librarian will attend professional development sessions offered by Region One; and to attend the annual Texas Library Association Conference for professional growth and networking. **Strategy's Expected Result/Impact:** 199.12.6411 199.12.6239 **Staff Responsible for Monitoring:** Librarian, and campus admin **Funding Sources:** - Local (199) - 12.6239 - $35	60%	40%	55%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Parental/Community Involvement: Allow parental and community involvement by providing events such as literacy nights, campus author visits, and hosting book fairs to foster literacy; and make the library accessible to the community before and after the regular instructional day. **Strategy's Expected Result/Impact:** sign in sheets, circulation reports. **Staff Responsible for Monitoring:** Librarian, and campus administration **Funding Sources:** 199.61.6499 - Local (199) - 61.6499 - $300	0%	40%	80%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Student Incentives and Rewards: Provide student incentives and rewards every six weeks for those meeting AR goals; and for top readers in each grade level				

Strategy's Expected Result/Impact: 199.12.6298 **Staff Responsible for Monitoring:** Librarian, campus administration **Funding Sources:** - Local (199) - 12.6498	90%	40%	50%	→

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: B. G. Guzman Elementary will create an inviting educational learning environment that enhances student learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards that will result in more students reading on or above grade level.

Performance Objective 11: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: response to intervention, RTI, data utilization, technology, core state adopted textbooks, supplemental programs, research based instructional strategies for classroom management and discipline (teaching) for appropriate behavior.

Evaluation Data Sources: RtI minutes for SuccessED, Lesson Plans, walk-throughs, classroom visits, progress monitoring, and student academic outcomes.

Summative Evaluation: Met Objective

Goal 2: B. G. Guzman Elementary will create an inviting educational learning environment for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve MEETS and/or MASTERS performance level on the STAAR exam will increase.

Performance Objective 1: Student Support Services: The campus will ensure our elementary students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior.

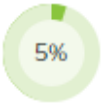
Evaluation Data Sources: Analyze amount of referrals given to students throughout the campus and offer alternatives to help decrease disruptive behavior.

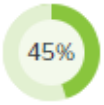
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Staff members will review the Crisis Management plan every semester. **Strategy's Expected Result/Impact:** Sign in sheets, Preparedness for crisis **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, school counselor, Teachers, Staff **Comprehensive Support Strategy**	0%	80%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Selected campus personnel will be trained in Crisis Prevention Intervention (CPI) strategies and ensure the sufficient campus staff are trained in crisis prevention intervention. **Strategy's Expected Result/Impact:** Sign In, Agenda, **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, School Counselor, selected personnel **Comprehensive Support Strategy**	50%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Counselors and Parent Educator will hold a parental involvement meeting discussing violence prevention once a semester. **Strategy's Expected Result/Impact:** Sign In, Agenda **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, School Counselor, Parent Educator **Comprehensive Support Strategy**	0%	0%	15%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Participate in Drug and Bully Prevention Week to help decrease violence, and educate students about drugs. **Strategy's Expected Result/Impact:** Weekly Agenda **Staff Responsible for Monitoring:** Principal,Curriculum Specialist, School Counselor, Media Specialist, Teachers **Comprehensive Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide clothing referrals to parents that meet the criteria for such clothing referrals. **Strategy's Expected Result/Impact:** Students self esteem, applications, parent voucher receipt **Staff Responsible for Monitoring:** Principal, Counselor, Curriculum Specialist **Comprehensive Support Strategy** **Funding Sources:** - Title I (211) - $595				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: B. G. Guzman Elementary will create an inviting educational learning environment for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve MEETS and/or MASTERS performance level on the STAAR exam will increase.

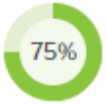
Performance Objective 2: Nutrition/Food Services: The campus will provide nutritional meals to 100% of all PK-5th grade students to support academic success.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: B.G. Guzman Elementary will ensure that students are properly nourished by providing two scheduled meals (breakfast and lunch), and that meal plans follow state-mandated guidelines. **Strategy's Expected Result/Impact:** Cafeteria menu **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Cafeteria staff **Comprehensive Support Strategy**	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campus personnel will follow all Point of Service procedures for Breakfast in the Classroom on a daily basis. **Strategy's Expected Result/Impact:** Point of Service Rosters **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers. **Comprehensive Support Strategy**	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: B.G. Guzman Elementary will follow the required procedures and fill out the appropriate forms when dealing with the After School Snack Program **Strategy's Expected Result/Impact:** After School Snack Program Request Form After School Snack Roster **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	0%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: B.G. Guzman Elementary will make sure that students will special diets and allergies of some type get serviced. **Strategy's Expected Result/Impact:** Nurses Diet/Allergy lists, Cafeteria Manager's Diet & Allergy list of students **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Nurse, Cafeteria Manager, Teacher **Comprehensive Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: B. G. Guzman Elementary will create an inviting educational learning environment for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve MEETS and/or MASTERS performance level on the STAAR exam will increase.

Performance Objective 3: Nursing/Health Services: The campus will ensure that 90% of all students enrolled will be screened for vision, and hearing and ensure that 95% of all student's immunizations are up to date.

Evaluation Data Sources: Submitting Annual Immunization report in October and has met campus guidelines.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The nursing staff will ensure that students receive medical care, promote measures to prevent illness, and identify signs and symptoms that require parental attention or a physician's evaluation through holistic knowledge-base assessments. **Strategy's Expected Result/Impact:** Student Medical Records **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Campus Nurse, Campus Nurse's clerk, Teacher **Comprehensive Support Strategy**	30%	65%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The nursing staff will ensure that students receive proper screening for vision, hearing, and that student immunizations are up-to-date. **Strategy's Expected Result/Impact:** Student Medical Records Immunization Records **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Campus Nurse, Campus Nurse's clerk, Teachers **Comprehensive Support Strategy**	65%	65%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Nursing staff will be equipped with all necessary clinic supplies to ensure all medical needs are met in a timely manner. **Strategy's Expected Result/Impact:** Occurrence Reports Fixed Asset Inventory **Staff Responsible for Monitoring:** Administrators Nurse Certified Nurse Assistant District Nursing Coordinator **Funding Sources:** office supplies, medical supplies, bedding - Local (199) - 199.23.6399	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: B. G. Guzman Elementary will create an inviting educational learning environment for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve MEETS and/or MASTERS performance level on the STAAR exam will increase.

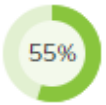
Performance Objective 4: Risk Management: The campus will ensure that it has an effective Emergency Operations Plan in place by first six weeks.

Evaluation Data Sources: Professional development is provided to all staff to ensure that effective Emergency Operations are practiced during practice drills.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Crisis Prevention Team will review the Crisis Management plan every six weeks. **Strategy's Expected Result/Impact:** Agendas, Sign Ins, Practices (Lockdown, Fire Drill, etc.) **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Counselor, Security, Head Teachers, Nurse **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: A golf cart will be purchased to ensure the overall safety of the campus environment and to use in case a student or an adult needs to be transported from one point to another due to injury of some type. **Strategy's Expected Result/Impact:** Quick response to emergency crisis, physical safety of the premises by patrolling. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Security Guard, Nurse **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: The campus will conduct practice Fire Drills once a month to be able to prepare the students and staff for any fire emergency. All classrooms and offices will have an emergency/fire evacuation map. **Strategy's Expected Result/Impact:** Fire Drill Map, Fire drill monthly form, Two-Way Radios **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Counselor, Security Guard, Risk Management Dept., Fire Dept. **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 11.6399 - $3,318				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: The campus will conduct practice Lock Downs (Code Blacks) once every semester to be able to prepare the students and staff for any emergency that may happen. **Strategy's Expected Result/Impact:** Lock Down Log **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Counselor, Security Guard, Risk Management Dept., DISD Police Dept.	0%	45%	60%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: The campus will be utilizing the Blackboard Connect Telephone System to communicate with parents when there is an emergency or at any other time the campus principal or administration may decide it is needed. **Strategy's Expected Result/Impact:** Blackboard Connect reports **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Counselor, Librarian **Comprehensive Support Strategy**	85%	100%	100%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 2: B. G. Guzman Elementary will create an inviting educational learning environment for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve MEETS and/or MASTERS performance level on the STAAR exam will increase.

Performance Objective 5: All teachers will identify the standard associated with posting grades. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators.

Evaluation Data Sources: Gradebook
Report Cards
Progress Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The staff will be visited by the district's insurance department to speak about the options and plans they have regarding different types of insurances. **Strategy's Expected Result/Impact:** Insurance Dept. Visit, Insurance Plans, Sign Ins **Staff Responsible for Monitoring:** District Insurance Dept., Principal, Curriculum Specialist **Comprehensive Support Strategy**	0%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campus will provide and maintain a complete and safe physical inventory to all classrooms, offices, library, nursing facility, lounge. **Strategy's Expected Result/Impact:** Replacement of any broken furniture, if needed. **Staff Responsible for Monitoring:** Principal **Funding Sources:** chairs, desks, area rugs, teacher desk, student desk - Local (199) - 23.6499	25%	50%	70%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: B. G. Guzman Elementary will create an inviting educational learning environment for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve MEETS and/or MASTERS performance level on the STAAR exam will increase.

Performance Objective 6: Police Department: The campus will decrease the number of cases that fall under the mandatory DAEP each year by increasing the visibility and proximity to students at the respective campuses.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The administrators will implement the DISD Discipline Management Plan and will follow the Student Code of Conduct to make sure disciplinary consequences follow adopted policies. **Strategy's Expected Result/Impact:** Referrals, ISS Placements, OSS Placements, and DAEP Placements **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Counselor **Comprehensive Support Strategy**	65%	40%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Inform parents and consistently enforce policies of adopted Code of conduct (Enforce a Zero Tolerance). **Strategy's Expected Result/Impact:** Bundle, Six Weeks Tests, Benchmarks, STAAR Tests, Progress Reports, Report Cards, Referrals, ISS Placements, OSS Placements, and DAEP Placements **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Counselor **Comprehensive Support Strategy**	10%	40%	55%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Create a discipline committee. **Strategy's Expected Result/Impact:** Referrals, ISS Placements, OSS Placements, and DAEP Placements **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Counselor **Comprehensive Support Strategy**	0%	45%	65%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Invite middle schools on campus to provide an orientation of possible elective classes to current 5th grade students. **Strategy's Expected Result/Impact:** Band, Dance/cheer squads **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Counselor, Middle School Administration and Counselors **Comprehensive Support Strategy**	0%	0%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Data will be run and be disaggregated from PEIMS record to analyze the number of referrals from prior year on the different types of incidents to evaluate and implement effective discipline measures. **Strategy's Expected Result/Impact:** Referrals, ISS Placements, OSS Placements, and DAEP Placements **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Counselor **Comprehensive Support Strategy**	0%	0%	35%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide counseling beginning with the first six weeks with identified at-risk groups. **Strategy's Expected Result/Impact:** Referrals, ISS Placements, OSS Placements, and DAEP Placements **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Counselor **Comprehensive Support Strategy**	30%	70%	95%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Enforce Drug Education for all grade levels by counselors or guest speakers (Police Dept.) **Strategy's Expected Result/Impact:** Referrals, ISS Placements, OSS Placements, and DAEP Placements **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Counselor **Comprehensive Support Strategy**	0%	75%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Faculty Meetings or staff presentations on various topics: conflict resolution, anger control, violence prevention. **Strategy's Expected Result/Impact:** Agendas, Sign Ins, Referrals				

Staff Responsible for Monitoring: Principal, Curriculum Specialist, Teachers, Counselor **Comprehensive Support Strategy**	0%	90%	100%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: B. G. Guzman Elementary 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: Business and Finance: The campus will ensure fiscal responsibility by reviewing internal controls, maintain a financial control, and maintain proper allocation of resources to improve student achievement.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Conduct annual reviews of internal controls. **Strategy's Expected Result/Impact:** Accounting Logs, Checks & Balances **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Head Teachers, Secretary **Comprehensive Support Strategy**	10%	0%	0%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide training to CLPAC over financial procedures and budget. **Strategy's Expected Result/Impact:** Accounting Logs, Checks & Balances Budget **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Head Teachers, Secretary CLPAC Committee **Comprehensive Support Strategy**	0%	0%	20%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: The CLPAC Committee will meet once a year to discuss the yearly budget. **Strategy's Expected Result/Impact:** Budget, Sign In Sheets **Staff Responsible for Monitoring:** Principal, CLPAC Committee **Comprehensive Support Strategy**	0%	70%	70%	100%

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

Goal 3: B. G. Guzman Elementary 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: Federal Programs-The campus will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the NCLB compliance application.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will make sure that all federal programs are met to be able to assist the students in need. **Strategy's Expected Result/Impact:** Progress reports, report cards, STAAR Tests, TPRI/Tejas Lee **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Counselor, Teachers **Comprehensive Support Strategy**	10%	20%	45%	→

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

Goal 3: B. G. Guzman Elementary 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: Human Resources: The campus will maintain a 100% highly qualified status for the staffing requirements of the No Child Left Behind Act (NCLB).

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Assign a mentor to each teacher new-to-district. **Strategy's Expected Result/Impact:** Agendas, Sign Ins **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Head Teachers **Comprehensive Support Strategy**	10%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue teacher recognition program: years of service and teacher of the month. **Strategy's Expected Result/Impact:** Surveys, Agendas, Sign Ins **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Head Teachers **Comprehensive Support Strategy** **Funding Sources:** 23.6499 - Local (199) - $900	0%	65%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Campus staff will provide information to all substitutes/paraprofessional staff at a staff meeting in order to encourage paraprofessionals to enter the teaching field. **Strategy's Expected Result/Impact:** Agendas, Sign Ins **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Head Teachers **Comprehensive Support Strategy**	0%	45%	65%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Train and empower staff in working above daily expectations with much pride and respect. **Strategy's Expected Result/Impact:** Agendas, Sign Ins **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Head Teachers, Staff **Comprehensive Support Strategy** **Funding Sources:** - Teacher/Principal (255) - $300				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Develop, specify criteria at the beginning of the school year, and implement a recognition plan for exemplary teaching. **Strategy's Expected Result/Impact:** Agendas, Sign Ins **Staff Responsible for Monitoring:** Principal, Curriculum Specialist **Comprehensive Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Faculty representatives of the Campus Level planning an Advisory Committee will meet with their respective groups of teachers to solve/discuss concerns regarding professional environment. **Strategy's Expected Result/Impact:** Agendas, Sign Ins **Staff Responsible for Monitoring:** Principal, Curriculum Specialist **Comprehensive Support Strategy**				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: For Staff Appreciation activities we will provide a breakfast from Valero, luncheon from Jason's Deli, Willie B's, Pizza Hut, Valero's, Olive Garden, Wing Stop, Poncho's Restaurant, Pappadeux, and Kool Party Rentals. Purchase t-shirts, jackets, tote bags, cardigans, notepads, bookbags, goody bags and other appreciation gifts from 1,2,3 Screen Printing, CB Sportswear, Ideas and Action, Printex, Atlas School Supply, Gourmet Apples from Rocky Mountain Apples, Valley Trophies, teacher office supplies from Gateway/Lakeshore, Ray's Office Supply and A&L Athletics for recognition and motivation. **Strategy's Expected Result/Impact:** Agendas, Sign Ins **Staff Responsible for Monitoring:** Principal, Curriculum Specialist **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 23.6498 - $2,000, - Local (199) - 23.6411 - $700, - Faculty Account 897 - $500				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: The campus administration will provide assistance to any teacher in need of assistance as needed. **Strategy's Expected Result/Impact:** Lesson Plans, Observation Forms, T-TESS Walkthrough visits, Face to Face conferences, Trainings **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Directors **Comprehensive Support Strategy**	10%	25%	60%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: The campus will encourage the teachers to be bilingual certified to be able to serve the bilingual population and be able to close the gaps academically. **Strategy's Expected Result/Impact:** Bilingual Certificate, Walkthroughs, Progress Reports **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Comprehensive Support Strategy**	55%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: B. G. Guzman Elementary 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: Custodial Department: The campus will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning at least 2 time per day.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The custodians will ensure that all restroom facilities are properly sanitized and maintained. **Strategy's Expected Result/Impact:** Custodians will maintain a daily log indicating the times the restrooms are being serviced. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Head Custodian **Comprehensive Support Strategy**	40%	10%	45%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All the school facilities, including, but not limited to: classrooms, cafeteria, hallways, library, etc. will be clutter free. **Strategy's Expected Result/Impact:** Daily Walkthroughs, Maintenance Work Orders to remove clutter. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Head Custodian **Funding Sources:** - Local (199) - 23.6499 - $125	20%	20%	45%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: The custodians will ensure that all glass doors are properly sanitized, marked, and maintained to ensure the student's safety. **Strategy's Expected Result/Impact:** Daily Walkthroughs, Maintenance, Work orders **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Head Custodian **Comprehensive Support Strategy**	5%	10%	25%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: All outdoor facilities including but not limited to walkways, playground and pavilion, will be litter free. Standing water will be removed immediately to prevent any accidents. **Strategy's Expected Result/Impact:** Daily Walkthroughs, Maintenance, Work orders **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Head Custodian, Custodians **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 23.64999 - $400				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: B. G. Guzman Elementary 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: Technology Department: The campus will improve the work orders completion to 85% and assist all classrooms and offices to improve their inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: All staff members will submit a work order on Eduphoria within 24 hours of identifying a technological problem. **Strategy's Expected Result/Impact:** Work order on Eduphoria. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Computer Lab Teacher Assistant, Staff, Media Specialist **Funding Sources:** - Local (199) - 23.6395 - $4,000	45%	60%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The campus will purchase computers, laptops, Elmos, digital cameras, headphones, CD players and projectors for teachers, students, and office staff. **Strategy's Expected Result/Impact:** Purchase orders, replacements **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Computer Lab Teacher Assistant, Media Specialist, Teachers **Funding Sources:** - Local (199) - 23.6395, - State Comp.(164) - $1,200, - Title I (211) - 11.6398 - $2,000	0%	55%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Campus will implement the District Technology Plan to include administrative/instructional/professional development/TEKS technology applications. **Strategy's Expected Result/Impact:** STAR Chart **Staff Responsible for Monitoring:** Principal Curriculum Specialist Teachers Computer Lab Teacher Assistant Media Specialist Staff	75%	85%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Utilize the TEAMS system for discipline referrals/electronic grade book/absences/report cards/requisitions/purchase orders/budgeting/staffing/professional development/work orders/and receivable orders. **Strategy's Expected Result/Impact:** TEAMS System **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Staff	100%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Utilize Eduphoria for online lesson plans **Strategy's Expected Result/Impact:** Eduphoria through District Web site **Staff Responsible for Monitoring:** Principal, Curriculum Specialist	100%	100%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Conduct, analyze, and report the results of campus climate survey to monitor effective school correlates. **Strategy's Expected Result/Impact:** Survey results **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Staff	0%	0%	5%	→

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

Goal 3: B. G. Guzman Elementary 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: Maintenance Department: The campus will ensure that 95% of the work order requests are accurate and improve the completion rate from 90% to 95%.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will report any facility issues to the district maintenance department within 24 hours. **Strategy's Expected Result/Impact:** Workorders on Eduphoria. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Head Custodian, Campus Secretary **Comprehensive Support Strategy**	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: B. G. Guzman Elementary 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 7: Warehouse Department: The campus will ensure that campus/department order requests will be completely processed and delivered within 3 days from the date ordered.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will order supplies and materials from the warehouse as needed. **Strategy's Expected Result/Impact:** Purchase Orders, Delivered Items **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Secretary **Comprehensive Support Strategy** **Funding Sources:** Supplies - State Comp.(164) - $10,000	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: B. G. Guzman Elementary 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 8: Transportation Department: The campus will ensure that 90% of the district's bus routes will be on time to drop student at their respective campuses.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The students will be offered transportation from and to school. **Strategy's Expected Result/Impact:** Bus Numbers **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Transportation Dept.	100%	100%	100%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: B. G. Guzman Elementary 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 9: B.G. Guzman Elementary will provide students, staff, and all stakeholders with a safe school environment during the COVID 19 pandemic.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: B.G. Guzman Elementary willl provide students and all stakeholders wth a safe school environment during the COVID 19 pandemic by the following CDC guidelines, DISD Learn and Lead Safely Plan, and ensure all students and staff have adequate and proper PPE. COVID Fund Source--ESSER 266 **Strategy's Expected Result/Impact:** Faculty and Staff meetings, CLPAC, Campus Walkthroughs **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Registered Nurse	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: B.G. Guzman Elementary will follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate and adequate resources, technology, and well-maintained facility to promote increased student achievement.

Performance Objective 1: CLPAC: The campus will maintain 100% of the required members in Campus Level Planning and Advisory Committees to oversee all improvement activities at least 5 times per year.

Evaluation Data Sources: Agenda
Sign in sheet

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The CLPAC will meet at least 5 times a year to discuss school information. **Strategy's Expected Result/Impact:** Agendas, Sign Ins **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, CLPAC Committee **Comprehensive Support Strategy** **Funding Sources:** Snacks - Local (199) - 23.6499 - $150	5%	70%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: B.G. Guzman Elementary will follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate and adequate resources, technology, and well-maintained facility to promote increased student achievement.

Performance Objective 2: Parental Involvement Department: The campus 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: Parent contact logs
Send home flyers to recruit and inform parents of upcoming meetings.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Meet the Teacher Night: Once per semester. Teachers will inform parents of classroom expectations and what is required of their child to be a successful learner. **Strategy's Expected Result/Impact:** Student success on six weeks assessments and final class grade. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Librarian, Parent Educator	50%	0%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The parental Involvement educator will conduct parent training sessions for all parents that need help with reading. **Strategy's Expected Result/Impact:** Notes sent home to parents, Logs, Attendance Sheets **Staff Responsible for Monitoring:** Principal, Parent Educator	0%	75%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Literacy Nights with parent and child will be implemented once every six weeks. Campus will provide activities and reading material so parents can get involved with their child's reading. **Strategy's Expected Result/Impact:** Results in Running Records, AR Points, STAAR Reading **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Librarian, Parent Educator	0%	0%	60%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Parent will be invited to read to their children during Muffins for Moms, and Donuts for Dads, Family picnic planned activities. **Strategy's Expected Result/Impact:** Results in Running Records, AR Points, STAAR Reading **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Librarian, Parent Educator	0%	0%	35%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: The campus will take part in the following activities to involve more parental involvement: Red Ribbon Week, School Board Recognition Month, 100th Day of Classes, Early Literacy Night, Kindergarten Promotion, Fall and Spring Festival, Pre-K and Kinder Thanksgiving Feast, and Read Across America. **Strategy's Expected Result/Impact:** Pictures and community participation Events and Presentation, Sign-In Sheets **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Librarian, Parent Educator	30%	0%	50%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Increase parental involvement and participation in their child's education as well as their awareness about Reading/Writing/Math strategies and STAAR objectives per grade level. At least once a semester parents will be invited to attend a strategy training with grade level teachers to assist their child with work at home. **Strategy's Expected Result/Impact:** Parent Sign In **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Counselors, Clerks, Teachers, Parent Educator	0%	0%	0%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: The ARD process presentation will be held for parents conducted by the Special Education teacher. **Strategy's Expected Result/Impact:** Parent Sign In Sheets **Staff Responsible for Monitoring:** Principal, Special Education Teacher, Parent Educator	0%	60%	10%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Encourage parent-teacher relationships through different activities held by the special education teacher. **Strategy's Expected Result/Impact:** Parent Sign In Sheets Extra Curricular Activity by SpEd **Staff Responsible for Monitoring:** Principal, Special Education Teacher, Parent Educator	0%	0%	0%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Invite Special Education parents to Open House, Meet the Teacher Night, Fall and Spring Festivals, Award Assemblies, Muffins for Mom, Donuts for Dads, Family Picnic Day, Pre-K and Kinder Thanksgiving Feast, Literacy Night **Strategy's Expected Result/Impact:** Parent Sign Ins, Parent Contact Logs **Staff Responsible for Monitoring:** Principal, Special Education & Regular Teacher, Parent Educator, Counselor **Comprehensive Support Strategy**	5%	70%	50%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Develop and implement a plan to recruit and involve Parent/Community Volunteers to assist in school wide activities. **Strategy's Expected Result/Impact:** Parent Log-In Information, Parent contact information **Staff Responsible for Monitoring:** Principal, Parent Educator, Teachers	0%	0%	5%	→

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide campus based programs to attract a diversity of parents and non-parent community members **Strategy's Expected Result/Impact:** Parent Log-In Information **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Parent Educator, Teachers, Staff	0%	0%	5%	→

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: CLPAC: The campus will maintain 100% of the required members in the Campus Level Planning and Advisory Committee to oversee all improvement activities at least 4 times per year. **Strategy's Expected Result/Impact:** Meetings CIP **Staff Responsible for Monitoring:** Campus Principal CLPAC Committee	5%	70%	100%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Campus will recruit volunteers from within the community and local businesses. Volunteers will be recognized during Parental/Volunteer Involvement Week. **Strategy's Expected Result/Impact:** Increased participation from parents and community. Recruitment Flyers Community Meetings Sign-in logs **Staff Responsible for Monitoring:** Parent Educator Principal **Funding Sources:** - Local (199) - 61.6499 - $300	0%	0%	0%	→

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

Goal 4: B.G. Guzman Elementary will follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate and adequate resources, technology, and well-maintained facility to promote increased student achievement.

Performance Objective 3: Attend Parental Involvement Training to build strong positive partnerships with community and parents.

Evaluation Data Sources: Parental Involvement will share information with staff to contribute on positive relationships with parents and community.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Attend professional development to help build strong partnerships with parents. *Communication with parents is timely, is provided through a variety of print and other media, and is in a language parents understand * NEW Five Steps to Success for Developing School-Parent Compacts and provide practical strategies for building family engagement especially among diverse school populations. **Strategy's Expected Result/Impact:** Conference Agenda **Staff Responsible for Monitoring:** Administration Parental Involvement Liaison **Additional Targeted Support Strategy**	15%	80%	65%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: B. G. Guzman 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 all student populations.

Performance Objective 1: Risk Management: Guzman will ensure the implementation of District's Emergency Operations Plan as expected and outlined by the Texas School Safety Center is in place by first six weeks.

Evaluation Data Sources: Training

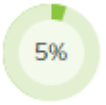
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Communicate available insurance benefits to enroll all employees. **Strategy's Expected Result/Impact:** Presentations Flyers Meetings **Staff Responsible for Monitoring:** Administration Safety and Risk Administration	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All campus employees will be trained on an emergency exit plan, update as needed and debrief on campus safety drills. **Strategy's Expected Result/Impact:** Minutes Sign In Sheets Agendas **Staff Responsible for Monitoring:** Administration Safety and Risk Administration Staff	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: All campus teachers will be provided with an emergency map to be posted by their classroom door. **Strategy's Expected Result/Impact:** Evacuation Maps **Staff Responsible for Monitoring:** Administration Safety and Risk Administration Staff	100%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: A fire drill will be done once a month and lock-down twice a year to monitor the effectiveness of student safety. **Strategy's Expected Result/Impact:** Evacuation Logs Reports **Staff Responsible for Monitoring:** Administration Safety and Risk Administration DISD Police Department Staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Classroom educational presentations in drug ed, bullying, sexual harassment, weapons. **Strategy's Expected Result/Impact:** Lesson Plans Presentation Logs **Staff Responsible for Monitoring:** Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Annual CPI training and renewals for all certified staff. **Strategy's Expected Result/Impact:** CPI Certification Agenda CPI Assessment **Staff Responsible for Monitoring:** Administration Staff				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: B. G. Guzman 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 all student populations.

Performance Objective 2: Police and Safety Department: Guzman will provide a safe environment for all students by minimizing discipline reports.

Evaluation Data Sources: PEIMS Discipline Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide security for all students, staff, and school property. **Strategy's Expected Result/Impact:** Incident Reports **Staff Responsible for Monitoring:** Security Guard Principla	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Classroom educational presentations including drug, gang, bullying, cyber-bullying, tobacco for prevention purposes. **Strategy's Expected Result/Impact:** Lesson Plans Presentation Request Forms Campus Rosters **Staff Responsible for Monitoring:** Police Officers Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.5	0%	75%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Community meetings and presentations for student safety. **Strategy's Expected Result/Impact:** Lesson Plans Presentation Request Forms Campus Rosters **Staff Responsible for Monitoring:** Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.5	0%	35%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: B. G. Guzman 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 all student populations.

Performance Objective 3: Health Services: Guzman will ensure that 100% of all students enrolled will be screened for vision, hearing, scoliosis, and acanthosis nicrigans, and ensure that 100% of all students' immunizations are updated before submitting annual immunization reports in October.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide vision services/referrals to students, as needed. **Strategy's Expected Result/Impact:** Mandated state report due at end of year. **Staff Responsible for Monitoring:** LVN RN Campus Clinic	20%	65%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide dental services/referrals to students , as needed. **Strategy's Expected Result/Impact:** Mandated state report due at end of year. Clinic referrals. **Staff Responsible for Monitoring:** LVN RN Campus Clinic	10%	65%	65%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide hearing services/referrals to students, as needed. **Strategy's Expected Result/Impact:** Mandated state report due at end of year. Clinic referrals **Staff Responsible for Monitoring:** LVN RN Campus Clinic	15%	65%	65%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Carry out scoliosis screenings to students during screening calendar. **Strategy's Expected Result/Impact:** Mandated state report due at end of year. Clinic referrals **Staff Responsible for Monitoring:** RN Campus Clinic	15%	100%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Follow up with head/lice check ups throughout the year. **Strategy's Expected Result/Impact:** Mandated state report due at end of year. Clinic referrals **Staff Responsible for Monitoring:** LVN RN Campus Clinic	15%	65%	70%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide Acanthosis Nigricans screenings, as needed. Follow up with Diabetes Awareness Data Collection through SEEP, School Education and Enrollment Program. **Strategy's Expected Result/Impact:** Mandated state report due at end of year. Clinic referrals **Staff Responsible for Monitoring:** LVN RN Campus Clinic PE Coach	15%	65%	65%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide First Aid care to students and staff, as needed. **Strategy's Expected Result/Impact:** Clinic Visitation Logs **Staff Responsible for Monitoring:** LVN RN Campus Clinic	50%	85%	0%	

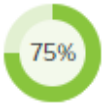
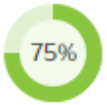
Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Administer medications to students as ordered by MD and/or with parent's signed authorization. **Strategy's Expected Result/Impact:** Clinic Visitation Logs **Staff Responsible for Monitoring:** LVN RN Campus Clinic	90%	90%	0%	

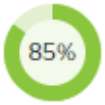
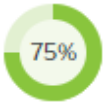
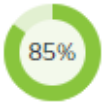
Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Authorized nursing staff will provide medical services to students as jper doctors' orders. RN will formulate and IHCP, Individualized Health Care Plans, for SpEd and 504 students requiring medical services using APIE Method, Assessment, Planning, Intervention and Evaluation. **Strategy's Expected Result/Impact:** Clinic Visitation Logs Written Doctor Orders Prescribed Medication Clinic Logs **Staff Responsible for Monitoring:** LVN RN Campus Clinic	55%	80%	0%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Review students' immunization record and monitor compliance of required immunizations district wide. Input all immunizations into computer to generate Annual Immunization Report. **Strategy's Expected Result/Impact:** 100% Compliance on Annual State Immunization Immunization Cards **Staff Responsible for Monitoring:** LVN RN Campus Clinic	50%	80%	80%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide presentations over personal hygiene, flu prevention, promote vaccines, good nutrition, diabetes awareness, cancer awareness, heart disease, vision care, dental care, safety, first aid, food allergy and anaphylaxes prevention, child abuse, and other chronic health prevention. **Strategy's Expected Result/Impact:** Clinic Logs Lesson Plans Class Rosters **Staff Responsible for Monitoring:** LVN RN Campus Clinic	15%	60%	70%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: RN will attend ARD meetings for 504 and SpEd students, formulate and update IHPs, Individualized Health Care Plans. **Strategy's Expected Result/Impact:** Individualized Care Plans ARD and 504 Minutes **Staff Responsible for Monitoring:** RN 504/SpEd Committee Members	50%	65%	0%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Nursing staff needed at NTD registration to verify students' vaccines for compliance and ensure all enrollment health forms are completed. **Strategy's Expected Result/Impact:** District Forms Registration Forms **Staff Responsible for Monitoring:** LVN RN Campus Clinic				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Parents must submit proper immunization documentation to ensure all medical records are updated. **Strategy's Expected Result/Impact:** PEIMS Immunization Records **Staff Responsible for Monitoring:** RN				

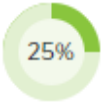
 No Progress Accomplished Continue/Modify Discontinue

Goal 6: B. G. Guzman Elementary 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: Create a schedule for CLPAC meeting for the year.

Evaluation Data Sources: Schedule
Agendas

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Replace members whose term has ended through nomination and voting process. **Strategy's Expected Result/Impact:** Meeting Agendas Attendance/Sign-In **Staff Responsible for Monitoring:** Campus Administration Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Members will attend meetings throughout the year as needed to oversee and communicate campus/district needs at the campus/district level. **Strategy's Expected Result/Impact:** Meeting Attendance Agendas Sign-Ins **Staff Responsible for Monitoring:** Administration CLPAC/DLPAC Members Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Campus personnel will be provided with campus orientation to include, but not limited to, handbook, campus improvement plan, master schedule, duty schedules, committees. **Strategy's Expected Result/Impact:** Sign In Sheets School Documents Agendas **Staff Responsible for Monitoring:** Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Conduct a thorough comprehensive needs assessment that draws from both quantitative and qualitative data sources. **Strategy's Expected Result/Impact:** Sign In Sheets Agendas CNA Results/Narrative **Staff Responsible for Monitoring:** Administration CNA Chairpersons Teachers	0%	5%	5%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: B. G. Guzman Elementary 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: Identify and provide assistance and support to parents and families of struggling students so they may improve areas of academics, attendance, and discipline.

Evaluation Data Sources: Clothing Vouchers
List of Resources
Parent Contact Logs

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Review, revise, and disseminate parental involvement policy with parents in accordance with Title I requirements. **Strategy's Expected Result/Impact:** Meeting invitations Sign-In Sheets Meeting Agendas **Staff Responsible for Monitoring:** Parent Educator Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.1	0%	0%	40%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Review, revise, and implement school/parent compacts to develop a strong community partnership. **Strategy's Expected Result/Impact:** Meeting invitations Sign-In Sheets Meeting Agendas **Staff Responsible for Monitoring:** Parent Educator Principal Teachers **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	0%	0%	10%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Identify and provide assistance and support to parents of struggling students so they may improve in areas of academics, attendance, and discipline. **Strategy's Expected Result/Impact:** Meeting invitations Sign-In Sheets Meeting Agendas Clothing Vouchers **Staff Responsible for Monitoring:** Parent Educator Principal District Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** Clothing Vouchers - Title IV 289 - $500	0%	0%	0%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide parent and family engagement meetings to disseminate information over student achievement, school performance, curriculum programs, federal program requirements, parents' rights, and needs assessments for Title I Programs. **Strategy's Expected Result/Impact:** Meeting invitations Sign-In Sheets Meeting Agendas **Staff Responsible for Monitoring:** Parent Educator Principal District Coordinator	0%	0%	0%	→

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

Goal 6: B. G. Guzman Elementary 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: Provide parents with information on Title I program and requirements.

Evaluation Data Sources: Sign In
Handouts
Agendas

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide parent and family engagement meetings to disseminate information over student achievement, school performance, curriculum programs, federal program requirements, parents' rights, and needs assessments for Title I Programs **Strategy's Expected Result/Impact:** Meeting invitations Sign-In Sheets Meeting Agendas **Staff Responsible for Monitoring:** Parent Educator Principal District Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 3.2	0%	0%	5%	→

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

Goal 6: B. G. Guzman Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 4: Provide supplies, materials, and technology resources to parent center to implement parent and family engagement initiatives throughout the year.

Evaluation Data Sources: Agendas
Sign In Sheets
Handouts

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Invite parent to Parent Learning Academies (PLA) to provide them with information about Title I requirements and state/district policies and procedures, i.e. speakers, open dialogue, district resources, workshops, etc. **Strategy's Expected Result/Impact:** Meeting invitations Sign-In Sheets Meeting Agendas **Staff Responsible for Monitoring:** Parent Educator Principal District Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	10%	20%	25%	

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1		164.11.6399	$5,000.00
1	1	5		11.6499	$1,400.00
1	1	11		11.6412	$400.00
1	1	23		11.6412	$400.00
1	1	28		13.6239	$0.00
1	2	10		11.6395	$1,540.00
1	2	12			$0.00
3	5	2			$1,200.00
3	7	1	Supplies		$10,000.00
				Sub-Total	$19,940.00
				Budgeted Fund Source Amount	$15,402.00
				+/- Difference	-$4,538.00

State Special Ed. (165)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$600.00
				Sub-Total	$600.00
				Budgeted Fund Source Amount	$600.00
				+/- Difference	$0.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Tutorial Pay, Microphone, STAAR booklets, Lead4Ward, DMR Training	11.6399.102	$282.00
1	1	4		211.11.6395	$2,700.00
1	1	5			$4,400.00
1	1	16		11.6399	$10,872.00
1	1	23			$1,200.00
1	1	28		13.6239	$0.00
1	4	2		32.6499	$500.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	5			$595.00
3	5	2		11.6398	$2,000.00
				Sub-Total	$22,549.00
				Budgeted Fund Source Amount	$1,200.00
				+/- Difference	-$21,349.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$1,000.00
1	1	24		255.23	$1,900.00
1	1	24		255.13	$1,200.00
1	1	33	Printer	21.6395	$700.00
1	8	1		11.6291	$500.00
1	8	2		23.6239	$200.00
1	8	2		31.6498	$300.00
1	8	3	Promotional Propganda	11.6291	$500.00
1	8	3		23.6411	$2,193.00
1	8	3		13.6411	$200.00
3	3	4			$300.00
				Sub-Total	$8,993.00
				Budgeted Fund Source Amount	$1,300.00
				+/- Difference	-$7,693.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5			$1,000.00
1	2	5		11.6399	$768.00
				Sub-Total	$1,768.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	-$768.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	8			$500.00
1	1	11			$1,500.00
1	1	23		289	$1,200.00
1	1	24	Counselor Academy/ End of Year Conference		$500.00
1	1	34	Office Supplies		$14,862.00
1	9	1		11.6399	$2,000.00
1	9	2		11.6499	$1,070.00
1	9	2		11.6412	$700.00
6	2	3	Clothing Vouchers		$500.00
				Sub-Total	$22,832.00
				Budgeted Fund Source Amount	$15,402.00
				+/- Difference	-$7,430.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Tutorial Pay	11.6118.102	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,000.00
				+/- Difference	$4,000.00
				Grand Total Budgeted	$38,904.00
				Grand Total Spent	$76,682.00
				+/- Difference	-$37,778.00

Donna Independent School District

Truman Price Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Truman Price Elementary School, in partnership with its students, families, community and Donna Independent School District, guarantees each child a superior education by providing quality instruction and challenging learning experiences in a safe an orderly environment which will foster life-long learning and responsible citizenship.

Vision

Modeling excellence and inspiring students to learn, perform, and excel.

Value Statement

1. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce. As a result, we are determined to:

Provide a vertically aligned rigorous curriculum (PK-5)

Provide well-planned student-centered instruction that focuses on project-based learning with real world connections

Provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills

2. We believe that educators have the most powerful impact on student achievement. As a result, we are determined to:

Attract and retain highly qualified staff

Provide ongoing targeted staff development

Provide the most current research-based and state of the art instructional resources

3. We believe that educational equity and excellence will eliminate the achievement gap. As a result, we are determined to:

Provide opportunities for every student to learn in a manner that is consistent with his/her learning style

Afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum

Provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources

4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment. As a result, we are determined to:

Enforce the policies of the Donna Independent School District's adopted Student Code of Conduct

Provide security measures at our campus to establish a learning climate of mutual respect

Ensure that every staff member, campus, and classroom is supportive of all students and their unique differences

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

Establish policies and procedures to promote ethical practices in all areas of fiscal management

Provide periodic audits to ensure that all staff and outside providers are committed to following sound fiscal practices

Provide staff training to encourage ethical conduct and a commitment to compliance with the state and federal laws

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

Schedule Parent Sessions to inform parents about the academic programs and instructional opportunities available to their child

Accommodate parents' work schedules when creating parent involvement opportunities

Keep parents informed of their children's performance and school activities (i.e. notes, telephone calls, newsletters, conferences, meetings, etc.)

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

Involve community members by inviting them to serve on school committees

Develop partnerships with business, civic, and academic organization to provide opportunities for students to develop leadership and citizenship skills

Ensure that our community is supportive of the district and campus' goals by informing the community of pertinent school activities and successes

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

Work as unified team to find solutions to the campus' most pressing issues

Require that every project specify the persons responsible to facilitate proper coordination of efforts

Develop a communication plan for every new initiative in order to ensure that all stakeholders are well informed

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

Data Sources:

Campus Special Education Listing

Gifted and Talented Listing

Homeless/unaccompanied youth verification

LEP/BIL/ESL Listing

504 Listing

Ethnicity Counts

Student Listing by Gender

Immigrant Report

Migrant Listing

At Risk Listing

Teacher-Student Ratios

Course/Class Assignments

Findings/Analysis:

STUDENTS

The 2019-2020 Truman Price Elementary student data indicates a total enrollment of 433 students as of May 2020. Based on demographic reports, there are 213 females students and 256 males students. Of those students, 100% are Hispanic/Latino students. This year there was a decline in student population. The enrollment for the 2017-2018 school year was

525. This is an 11% decrease in student population. Students are being enrolled in IDEA schools, charters schools, and other open enrollment school districts. Of the 56 students that were lost, 85% - 90% of them attend Donna ISD schools. Most of our students come from rural areas (colonias-outside city limits).

There are 272/469 (148 males, 124 females, all Hispanic) "At Risk" students. Students identified At Risk if they are 504. recent immigrants, LEP, migrant, in the Special Education programs, homeless/unaccompanied, dyslexic, reading below grade level, and students that did not pass the STAAR assessments, students who have been retained and economically disadvantaged.

There are 10 students under the 504 program.

There are 5 recent immigrants.

There are 197 bilingual students.

There are 27 migrant students (12 boys, 14 girls, all Hispanic)

There are 28 students in the Special Education program.

There are 67 students that are homeless or unaccompanied.

There are 2 dyslexic students.

There are 17 students in the Gifted and Talented program.

STAFF

Truman Price Elementary has 9 male staff members and 52 female staff members. One staff member is identified as white and 60 are Hispanic. There are 20 para-professionals, 34 professionals, and 9 staff members are part of the custodial and cafeteria staff.

The teacher/student ratio is 22:1. The requirements for earning a teaching certificate vary by state. The process typically requires passing a battery of exams and completing an approved teacher education program, earning a bachelor's degree, and passing a background check. Teacher candidates must complete an alternative educator preparation program if they do not have a bachelor's in interdisciplinary studies. Candidates must pass the appropriate teacher certification exams, and they must submit a state application after meeting all other requirements. Teacher candidates must be fingerprinted as part of a national criminal background check.

Educational paraprofessionals are required to have at least two years of college or an associate's degree. Associate's degree programs, such as the Associates of Applied Science in Paraprofessional Education, can prepare students to play a variety of supportive roles in the classroom.

Teachers at Truman Price Elementary keep up with their GT Certification every year. Teachers are part of the DLPAC and CLPAC committees. Every year, teachers attend district trainings, TELPAS trainings, STAAR trainings and summer workshops.

Over time special programs such as 504, and RTI have gradually been successful as far as data goes. Bundle tests and STAAR scores show that some of the 504 and RTI population can pass their exams and the rest have scores that are not meeting satisfactory levels to pass, but continue to gradually progress on their scores.

In order for students to be eligible to exit special programs, students must meet certain requirements. Students who progress in their six weeks' scores, bundle exams, and are successful in Istation exams are eligible to exit from programs such as RTI. Patterns in data show that students who meet all the requirements listed above are successfully exited from special programs.

Programs available for At Risk students are ACE Programs, Migrant tutorials, 504, RTI, & Saturday Tutorials. Students are targeted by their reading levels, bundle assessment, benchmark assessment, teacher observation, & formal/informal assessments. Also used are both state and local indicators such as LEP Retention Lists, & Reading Levels.

Attendance rates are low on a daily basis. Attendances has dropped over the past several years. Interventions used to promote attendance are technology days, dances, weekly incentives, recognition daily during announcements, and parent contact by attendance clerk, teachers, & PEIMS clerk.

Demographics Strengths

- Teachers are certified by TEA.
- Most teachers are Bilingual certified.
- ELL students are provided with accommodations.
- There is staff development for teachers.
- Implementation of Priceville
- New vision for the district
- 3 year old full day program
- 4 year old full day program
- open enrollment
- We have a life skills class.
- Our school hosted A.C.E (an after-school program)
- We have a dance team.
- We have a school garden.
- Teamwork among staff members through vertical and horizontal alignment
- Teachers follow best instructional accommodations through RTI.
- Students are provided with tutorials when needed.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There are not enough extra-curricular activities during the school year in which students can explore passions and interests.

Problem Statement 2: We do not provide enough opportunities for family engagement.

Problem Statement 3: There is a lack of parental involvement.

Problem Statement 4: We need to provide opportunities for GT students to be involved in more challenging activities as well as provide challenges for all students.

Problem Statement 5: We do not have a STEM/Robotics team/club.

Problem Statement 6: There are not enough engaging activities throughout the school year to involve students and provide exciting educational experiences in and out of the classroom.

Problem Statement 7: Our school data shows that daily student attendance is low.

Student Learning

Student Learning Summary

Student Learning data refers to a variety of data of student learning that is collected from multiple sources to understand students' learning needs.

Data Sources:

Student Indicator Report

Enrollment

Attendance

Survey

State Assessment Data 2018-2019 and 2020-2021

Eduphoria-Aware

Findings/Analysis:

Third Grade reading campus performance resulted in 30% satisfactory includes all students assessed.

- All third grade reading - 30%

Five out of 5 GT students met *meets standard*, while 3 out of 5 received *masters* on the reading STAAR. Nineteen out of 36 LEP students received at least *approaches*, 6 out of 36 received at least *meets*, and 4 out of 36 received *masters* on the reading STAAR. No migrant students received at least an *approaches* on the reading STAAR. Three out of 11 students in SpEd received *approaches* on the reading STAAR.

Most populations showed growth. However, the migrant population showed no growth this previous year and continues to have 0% of students passing the STAAR at an *approaches* level. There was a 1 point drop on the third grade *meets* of all 3rd grade students. However, the *masters* showed a five point increase.

3rd grade math campus performance resulted in 76% satisfactory. This includes all students assessed.

- All third grade math 76%
- GT 100%
- LEP 86%
- SpEd 64%
- Migrant 63%

Five out of 5 GT students met at least an *approaches* level, while 3 out of 5 GT students received at least a *meets* level, and 2 out of 5 GT students received a *masters* level on the math STAAR. Thirty-one out of 36 LEP students received at least *approaches*, 15 out of 36 received at least *meets*, and 11 out of 36 received *masters* on the math STAAR. Five out of 8 students received an *approaches* level on the STAAR. No migrant students received *meets* or *masters* on STAAR. Seven out of 11 students in SpEd received *approaches* on the reading STAAR.

Although math STAAR scores are higher than reading scores, there were some major drops. There was a 30% drop in all students who met the *meets* standard. This includes a 15% drop of GT students who did not meet the *met standard*. There was a 35% decrease in numbers of GT students who did not meet the *masters* standard. Sixty-three percent of

migrant students met *approaches*, but none received *meets* or *masters*.

4th Grade Data

in math: 39%

The LEP population is making a small improvement. The GT group is up to par year by year. Tutoring, small group instruction, and one-to-one instruction is beneficial for our students. Longitudinal data 2017-2018 indicates that students are being successful in writing. However, students need to be pushed more and there needs to be a strategic plan of action in order to improve math and reading. There is a slight growth from year to year. The level of rigor across the curriculum needs to be increased. Our LEP students have shown improvement. Our GT students are making projected growth. Projected TEKS were used, and each test is aligned to test standards.

5th Grade Data

Overall, Math 2020 STAAR results were at a 36%.

Based on the most recent 5th Grade STAAR data, there was an overall decrease in math and an increase in reading scores. A contributing factor the decrease in math scores can be attributed to the fact that students were taught by a substitute teacher for a brief amount of time. A permanent teacher was not introduced into the classroom until mid-October. Another factor that could contribute to the decrease is the fact that there were less students being tested overall. There was an uneven correlation between percentages across the years. The increase in reading can be attributed to consistency (same teacher) throughout the entire year.

A survey taken by teachers revealed that teachers would like training in the following:

- Google Chrome
- Microsoft Publisher
- Excel
- PowerPoint
- Publisher
- Blueprint
- Reasoning Minds
- Data retrieval for AR
- Eduphoria for T-TESS and RTI
- Smart Board Applications

Student Learning Strengths

- Above 90% of the students are proficient on Istation, Think Through Math, and MyOn
- Above 85% of the teachers are proficient in Microsoft Office

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Below 10% of the students at Truman Price Elementary are proficient in Microsoft Office.

Problem Statement 2: Below 65% of teachers know how to retrieve data from student programs (e.g. Istation and TTM).

Problem Statement 3: District wide trainings being offered have been rated ineffective because there is a lack of software, hardware, in depth-training, or do not address the needs of the students in the classroom.

School Processes & Programs

School Processes & Programs Summary

School Processes define what teachers are doing to get the results that we are getting. For example, how is reading being taught at grade two, or math at grade six? School Processes include programs, instructional strategies, and classroom practices. To change the results schools are getting, teachers and school personnel must begin to document these processes and align them with the results they are getting in order to understand what to change to get different results, and to share their findings.

Data Sources:

Findings/Summary:

At Truman Price Elementary, we ensure that all staff that is considered for a position comes with a highly qualified educational background in their area or specialty as required by federal mandates as well as is knowledgeable and touches on important elements that may be involved in their daily duties. They must possess certification in their specific grade level and carry the bilingual endorsement or certification. Applicants undergo a thorough background check through our Human Resources department to make certain that applicants have the necessary certifications before being sent to campuses to interview. Applicants undergo a ten-question interview process where a hiring committee made up of campus administrators, teachers, and other support staff use a rubric to rate applicants based on their responses. We look at years of experience, familiarity with educational programs, best practices, and other factors are also considered.

Our staff attendance rate is about 94%. The retention rate of staff members is very good. Only two teachers retired and two instructional aides for this school year.

Highly effective staff is assigned to work with the highest need students. Teachers who have had a good number of their students pass the STAAR are able to work with a smaller group of students who still have not yet passed the exam. Smaller groups are easier to work with and the teacher can target those skills not yet mastered. Those students who passed are able to participate in enrichment activities.

Currently, we do not have mentor teachers, but according to surveys teacher work collaboratively to ensure student success. New staff members are supported through grade level support, observations with feedback, and staff development.

At Truman Price Elementary we have systems in place to build capacity and support the notion of continuous improvement. These systems include the CLPAC, parent center, tutorials, assistance/mentoring from district personnel (strategists), district surveys, and staff development. Administrators use walkthroughs and student data to determine if professional development is needed for staff. Professional development is provided to staff members upon request. Collective and individual decisions regarding professional development is determined by the content and grade level that teachers are teaching, by the numbers of years of experience, by requirements for refreshers on content areas, the need for more training in technology, the number of advance students and the number of low performing/struggling students, and the number of yearly required hours. Recent professional development includes workshops for conducting MOY and EOY assessments, technology, science, SpEd/CPI, GT share fair, Child Abuse, Mental Health, and CyberBullying. The need for professional development is monitored on Strive, by school district personnel, and by campus administration.

Student learning and achievement increases when educators engage in effective professional development focused on the skills educators need in order to address students' major learning challenges. Follow-Up is one of the most important parts of making sure PD is being implemented in the classroom. Administrators make sure we are provided with feedback and assistance to help us grown in that new learning. Every teacher is expected to utilize strategies learned during professional development and show positive results. Follow ups provide consistent feedback for teachers.

In order to encourage parental involvement, we have literacy nights in which grade levels set up literacy activities in which parents are given the opportunity to interact with their children. We also have six weeks honor roll and perfect attendance parades, Donuts with Dad, Muffins with Mom, the GT Fair Share, Field Day, a Christmas program, ACE family night, parent educator sessions, and our Dance team is active in the community.

Truman Price Elementary has 1 parent representative in the CLPAC. This parent representative can speak, vote, and help the committee make decisions. Other services available to promote healthy family relationships include, SpEd symposiums, District Career Readiness Fair, Career Day at school, literacy nights, STAAR trainings for parents, parent educator trainings for parents, and fliers from the Nursing department that are created to spread awareness for certain illnesses or health conditions. We also support parents by providing fliers, notes, Black Board messages, and Class Dojo messages in Spanish. We have partnerships in the community that help us by providing physical education development games, by donating during Christmastime, by coming to make presentations during career day, by being guest speakers during literacy nights and author nights, through the ACE program, by providing donations during Thanksgiving and Relay For Life, and by assisting us in the implementation of the fresh-fruit and vegetable program.

We support students in special programs by providing services such as SpEd services, Dyslexia (Ravo) strategies, computer book programs, migrant tutoring, Lexia for ELs and RTI. A like skills class is avaialble for students with severe disabilities.

The school district does support the needs of schools as needed and within the budget, with federal and local funding. They also provide teachers with an online curriculum that offers quick and easy access to data. Professional development is available and district strategists are assigned to different campuses to assist teachers as needed.

At Truman Price Elementary the students are group by language in order to best provide EL support to students based on their needs. For example, second grade had to non-LEP classes and two bilingual classes. The students in the two bilingual classes where divided by their English language proficiency. One teacher had students who were beginners and intermediates on the TELPAS test results from the previous year. The second bilingual teacher had students who scored at the advanced and advanced high levels on TELPAS the previous year. Our class schedules allot more time for core subjects, and in order to support those subjects in which students perform poorly, we have tutorials, Istation, ACE, tutoring camps during the last month before testing, Saturday tutoring camps, and tutoring from support staff like classroom paraprofessionals, librarian, and school administrators.

Aside from district policies and mandates, school decisions are made by CLPAC members who bring information from their grade level team. Teachers may also voice opinions during staff meetings, through climate surveys, comprehensive needs assessments, and our school administration has an open door policy. These processes for decision making make it easy for every staff member to take part and be heard, making decisions and coming up with solutions to solve problems.

Teachers play an important role in deciding what assessments to use with their students. They decide whether to use an individualized approach or assess the whole group depending on the needs of the students being assessed. For example, in reading, teachers can assess students individually by conducting running records, or they may assess the whole group with exams like the ones provided by our school district every six weeks. Teachers can assign assessments through Istation and can administer weekly assessments/quizzes.

In order to monitor, evaluate, and renew the curriculum, teachers are required to attend Year at a Glance meetings at the school district. Here, teachers evaluate the effectiveness of the curriculum guide. Teachers also take part in creating the curriculum for the upcoming school year. Embedded in the curriculum are strategies for diverse learners as well as special populations. Strategists working for the district oversee the curriculum writing process and make changes as needed.

Summary of Needs:

Our campus is in need of more targeted trainings for our teachers. We need more student resources that are up to par with assessment materials. We would also benefit by having computers or other electronic devices that work properly when needed. We would benefit from having different committees such as a committee that will assist in time of crisis or emergency.

School Processes & Programs Strengths

- Our campus is very good in connecting with parents, students, and the community through meaningful activities.
- We have several teachers who do curriculum writing in the summer. This is good for our campus because we are updated with changes made to the curriculum.
- We are able to update student information or current student progress on Eduphoria. This provides teachers with immediate data
- Teachers collaborate with eah other ans share ideas and teaching skills across grade levels.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We do not have a committee that will enable our campus to respond immediately and appropriately in a crisis or emergency.

Problem Statement 2: We need more targeted training/professional development.

Problem Statement 3: Consumables need to be updated and up to par with what is being taught and assessed on a six weeks basis.

Problem Statement 4: Too much time is spent on assessments.

Problem Statement 5: There are not enough Spanish resources as there are English resources.

Problem Statement 6: Computers do no always work needed. They should be updated periodically so that deadlines are met for student progress and assessments in Think Through Math, Istation, Reasoning Minds, TELPAS, GT testing, etc.

Perceptions

Perceptions Summary

Perceptions data help us understand what students, parents, teachers, and others think about the learning environment. Perceptions are important since people act in congruence with what they believe, perceive, or think about different topics. –Victoria Bernhardt

Data Sources:
Student Surveys
Family Surveys
Teacher/Staff Surveys
Student Discipline Incident Count Report
Student Discipline Incident Summary Report
Student Attendance Data (all tardies and absences)

Findings

To obtain the most current and accurate data, we surveyed students, families, and teachers and compared our findings across the three groups. Our survey questions measured safety, academic rigor, student support, student-teacher relationships, the physical environment, and parental involvement. Over 90 percent of our student population was surveyed, we received 28 staff surveys and 153 family surveys.

Families

Our family survey questions measured parents' perceptions of the degree to which they feel their student enjoys and is successful at school (Teaching and Learning), parents' perceptions of their student's safety at school (School Safety), parents' perceptions of the degree to which their student is supported and treated fairly by adults and peers within the school (Interpersonal Relationships), parents' perceptions of the maintenance and resources of their student's school (Institutional Environment), and parents' perceptions of the degree to which they are involved in their student's education (Parental Involvement). We had about 35 percent participation from our families with an even distribution of surveys received from each grade level.

Teaching and Learning

According to the responses, our families feel that their students enjoy school and that the teachers work hard to promote academic success for all students. Most families feel that our school sets clear rules for behavior, although, it has been recommended by the committee that school rules be clear and concise across the grade levels and posted around the school along with posters/charts that promote good behavior through positive reinforcement and reminders of incentives.

School Safety

The majority (between 75-80 percent) of families feel that their child is safe at school and going to and from school. Recommendations by families on this measure included increasing the number of security guards and providing aides on the buses.

Interpersonal Relationships

The survey data showed that there is some improvement needed in the area of interpersonal relationships. Only sixty – five to 71 percent of families responded positively to the survey questions in this subscale. According to the responses, some families do not feel that school rules and procedures are fair and some families feel that not all students are treated fairly and with respect. Some parents disagree that students are frequently recognized for good behavior.

Institutional Environment

Families agree that teachers at our school keep their classrooms clean and organized, and the school building is well-maintained. Only 3 families strongly disagreed on this measure. When survey about resources such as extra-curricular activities, 27 parents from across the grade levels feel that our school does not offer extra-curricular activities. Most of these responses were from families of students in the grades Pre-K to Second Grade.

Parental Involvement

Most families feel comfortable talking to teachers, and most feel that staff at our school communicate well with parents. Although families feel that there is good communication from staff members, more than half of the families surveyed feel that they are not actively involved in their child's school. Forty-eight percent say that they do not attend parent-teacher conferences .

Students

Our student survey questions were written to provide the school with an overall understanding of how the students perceive school climate while measuring school connectedness, school safety, school orderliness, and peer and adult relations. We had over 90 percent participation from our students in grades 1-5.

Support for Learning

Students feel supported by their teachers. They feel that the school wants for them to do well. They like their classroom, and they feel that they have the support they need for learning.

School Safety

The students feel that there are clear rules set for behavior, and most of the students say that they feel safe at school. There is improvement needed in the subscale of school safety because students feel that there is a problem with students being teased, picked-on, bullied, and/or threatened.

Interpersonal Relationships

Students feel comfortable in seeking an adult at school when assistance is needed. They feel that they are respected by staff members, but they would like more recognition from staff members for good behavior.

School Connectedness

Most students agree that the teachers have high expectations and want the students to do well. Although, despite teachers' high expectations, many students feel that they can improve on grades.

Institutional Environment

Most students feel that the school building is in good condition. They say the hallways of the school display student work, and the students like their classroom. Students would like to see more extra-curricular activities offered at our school.

Teachers/Staff

Our staff survey questions measured staff perceptions of the degree to which they feel they fit it and are a part of their school (Staff Connectedness), staff perceptions of the degree to which they feel their colleagues treat students fairly, have high expectations, and set clear rules (Structure for Learning), staff perceptions of their own safety at school (School Safety), staff perceptions of maintenance of school grounds and resources (Physical Environment), staff perceptions of how students interact with peers and adults in their school (Peer/Adult Relations), and staff perceptions of the degree to which parents are involved in their student's education (Parental Involvement). There was 100 per percent participation from teachers.

Staff Connectedness

According to the responses, our teachers/staff feel that they contribute to the success of their students. Our teachers get along well with other staff members, enjoy working in teams, and they feel that they "belong." Two teachers strongly disagree that they are supported by other teachers at our school.

Structure for Learning

Teachers at our school feel that their teaching has impacted their students positively, and their students have been successful. According to the responses most staff members feel that teachers and staff treat others fairly regardless of race, ethnicity, or culture. Staff members feel that we are successful in promoting academic success for all students. Although most teachers agree that they can handle any behavior problem, some teachers agree that there is room for improvement in classroom management. Some improvement is needed in having students and staff collectively align with the vision and mission of the school. A recommendation by the committee is to post the vision and mission of the school in areas such as the front lobby, school cafeteria, and/or displayed in the classrooms. A low scoring question/statement for us in this measure is that teachers do feel that some students demonstrate behaviors that do no allow teachers to teach and students to learn.

School Safety

Staff surveys show that staff members feel that physical conflicts among students is a problem at our school. Most staff members report feeling physically safe, and the 1-2 percent who said that they do not feel physically safe feel comfortable reporting dangerous behaviors.

Physical Environment

The majority of staff (83%) surveyed agree that the physical building is well-maintained and instructional materials are up to date and in good condition. Based on the surveys, though, there is a need for more extra-curricular activities.

Peer/Adult Relations

Teachers agree that students feel comfortable reporting a bullying incident to a teacher or staff member. Teachers agree that students at school would help another student who was being bullied. Four staff members disagree with this. Most teachers believe that students treat each with fairly regardless of race, ethnicity, culture, or academic ability and that students are respectful to one another. Eighteen percent of teachers disagree that students are respectful to one another.

Parental Involvement

According to the surveys received, there is a great need for more parental involvement. Staff members feels that there are not many parents attending meetings or parent/teacher

conferences. Parents do not frequently volunteer to help with special projects, and they do not frequently attend school activities.

Technology

Most teachers agree that they have the access to technology that they need to teach, and most teachers feel comfortable using technology in the classroom, yet teachers feel that they need more training.

Perceptions Strengths

Strengths:

- Teachers promote high standards for achievement.
- Teachers work hard to ensure student success and promote academic success for all students.
- Parents feel comfortable talking to teachers.
- Teachers keep their classrooms neat and organized.
- Teachers set clear rules for behavior.
- Peer/adult relations are strong at school.
- Teachers get along with one another and enjoy working in teams.
- Students and staff members feel safe at school.

Weaknesses:

- Parents do not consistently attend parent-teacher conferences or school activities, and there is a need for parent volunteers to help with special projects.
- There are not enough extra-curricular activities.
- Parents feel that school rules are not always fair.
- Many parents feel that students are not recognized for good behavior.
- Students feel that there is an issue with bullying.
- Students and teachers feel that there are some behavior problems that impede learning in the classroom.
- Students agree that our school has an issue with attendance and tardies.
- Teachers feel that they need more training in technology.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents do not consistently attend parent-teacher conferences or school activities, and there is a need for parent volunteers to help with special projects.

Problem Statement 2: There are not enough extra-curricular activities.

Problem Statement 3: Parents feel that school rules are not always fair.

Problem Statement 4: Many parents feel that students are not recognized for good behavior.

Problem Statement 5: Students feel that there is an issue with bullying.

Problem Statement 6: Students and teachers feel that there are some behavior problems that impede learning in the classroom.

Problem Statement 7: Students agree that our school (student population) has an issue with attendance and tardies.

Problem Statement 8: Teachers feel that they need more training in technology.

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 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- 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
- RDA data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Truman Price Elementary 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. The campus will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 1: Truman Price Elementary will focus on instructional improvement resulting in all students meeting goals for all accountability measures.
The percentage of KG -5th students reading on or above grade level will increase each month to reach campus and district grade level goals.

Evaluation Data Sources: Imagine Reading

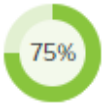
Summative Evaluation: Some progress made toward meeting Objective

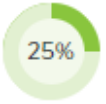
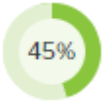
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding STAAR standards per core content area. **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math	35%	50%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement and monitor daily instructional schedules to ensure Reading taught everyday at the appropriate allotted minutes. Also, implement and monitor required lesson plans for Reading, ELA, SLA, and Writing and ensuring that students' reading levels are targeted through differentiated instruction and grouping. **Strategy's Expected Result/Impact:** Increased student performance as measured by District and State assessments. **Staff Responsible for Monitoring:** Campus Administration Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math	45%	60%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Obtain and provide instructional materials, including resources, technology, student head phones, classroom consumables, non-consumable materials, teacher supplies, campus supplies, and instructional field trips for ELA and all student populations. **Strategy's Expected Result/Impact:** Inventory aligned to core curriculum materials and purchase orders. Increased percentage of students meeting or exceeding District, State, and Federal standards. **Staff Responsible for Monitoring:** Campus Administration Computer Lab Manager **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - 211.11.6399.00.103.24.0.00 - $2,500, - Local (199) - 199.11.6399.00.103.11.0.00 - $5,000, - State Comp.(164) - 164.11.6399.00.103.30.0.00 - $3,000	30%	60%	75%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide/attend research based staff development and training aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, CAST conference, ABYDOS conference, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based instructional strategies for CCRS, classroom management and discipline (teaching) for appropriate behavior. Teachers will attend training's/conferences to enhance their core area instruction. Counselor will attend annual TCA conference. Administrators will attend TASA, TEPSA conference in the summer. Campus Administration and Counselor will attend professional development opportunities at Region One. **Strategy's Expected Result/Impact:** Professional Development District Plan, teacher portfolios, training agendas, sign-in sheets and increased instructional effectiveness and student performance as measured by grades and state assessment outcomes. **Staff Responsible for Monitoring:** Campus Administration Campus Counselor Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - 211.13.6239.00.103.24.0.00 - $2,000, - Title I (211) - 211.31.6239.00.103.24.0.00 - $300, - Teacher/Principal (255) - 255.23.6411.00.103.24.0.20 - $3,000, - Title I (211) - 211.31.6411.00.00.103.24.0.00 - $110, - State Comp.(164) - 164.13.6411.00.103.30.0.00 - $500	20%	25%	60%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Support struggling readers by improving interventions, resources, training, and tracking those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow-up. **Strategy's Expected Result/Impact:** Decrease the number of struggling students requiring intervention. **Staff Responsible for Monitoring:** Campus Administration Teachers Support Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, technology, journals, Imagine Reading & Literacy, Imagine Math, Accelerated Reading, Student Portfolios, MyOn, STEMScopes, Reasoning Minds, Reading A-Z, Abydos, DLM Kits, Sing, and Sheltered Instruction and College Readiness Activities. **Strategy's Expected Result/Impact:** Walk-throughs, observations and increased student student performance as measured by District and State Assessments. **Staff Responsible for Monitoring:** Campus Administration Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if a student is below grade level. **Strategy's Expected Result/Impact:** Reading levels and STAAR academic assessments **Staff Responsible for Monitoring:** Campus Administration Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Develop a campaign to encourage students to be present at school regularly and stay in school through enhanced attendance efforts. Incentives will be provided for students who meet attendance goals twice per six weeks. End of year field trip for students who maintain perfect attendance for the year. **Strategy's Expected Result/Impact:** Texas Academic Performance Report, daily attendance percentages will increase, purchase orders will reflect incentives. **Staff Responsible for Monitoring:** Campus Administration Attendance Helper PEIMS/Attendance Clerk Teachers Attendance Committee Members **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - 199.11.6498.00.103.11.0.00 - $700, - Local (199) - 199.11.6499.00.103.11.0.00 - $314, - Title I (211) - 211.11.6499.00.103.24.0.00 - $500	30%	45%	60%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Ensure the District's research based program is implemented, supported and monitored for ELL's needs to have a positive impact in all content areas. **Strategy's Expected Result/Impact:** ELL's will progress one proficiency level or more on TELPAS state assessments. **Staff Responsible for Monitoring:** Campus Administrations Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	45%	70%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Students and parents will be provided with cultural experiences and celebrations. The campus will celebrate student successes and accomplishments through six week's parades, festivals, literacy fairs, parades, and presentations by accomplished authors. Celebrate drug prevention week by bringing in guest speakers. Transportation will be funded via student activity account. Student will pay for entry fee. The campus will host Career Day to ensure Students are exposed to the various professions and outcome of staying in school and being successful. **Strategy's Expected Result/Impact:** Increased student performance as measured by District and State assessments. **Staff Responsible for Monitoring:** Campus Administration Counselor Teachers Librarian Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title IV 289 - 289.31.6291.00.103.11.0.00 - $400, - Title IV 289 - 289.31.6299.00.103.11.0.00 - $600, - Title IV 289 - 289.31.6499.00.103.11.0.00 - $668, - Local (199) - 199.31.6498.00.103.99.0.00 - $104	30%	45%	55%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Obtain and provide testing materials, resources to help organize and distribute STAAR testing materials and/or other testing supplies as needed. The campus will also purchase food items to feed teachers during STAAR testing days when all teachers are assisting with state assessments. **Strategy's Expected Result/Impact:** Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting or exceeding District, State and Federal Standards. (STAAR, TELPAS, ISIP Early Reading, ISIP en Espanol, PBMAS), Pre LAS ,LAS Links. Increase campus culture by providing lunch for all teachers on long testing days. 0% **Staff Responsible for Monitoring:** Campus Administration Counselor Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - 199.23.6499.00.103.99.0.00 - $550	25%	35%	55%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Students will track their reading levels on a monthly basis. **Strategy's Expected Result/Impact:** Reading Levels, ISIP, decrease in number of students not reading on grade level. **Staff Responsible for Monitoring:** Campus Administration Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	50%	70%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Grade level teachers will meet twice a week during their conference period to discuss student performance, share instructional strategies, best practices, and support each other. Teachers will also meet weekly for PLC meetings to share ideas that are being successful in the classroom. **Strategy's Expected Result/Impact:** Agendas, sign-in sheets, minutes **Staff Responsible for Monitoring:** Campus Administration Grade Level Leaders Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	45%	85%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Social Committee will coordinate campus celebrations and recognition's. Light refreshments will be purchased when teachers are working after school for professional development, required meetings or instructional planning days. Funding is available through the faculty account. Teachers will be acknowledged and recognized during Teacher Appreciation Week. Teachers will participate in a book study, campus will purchase books for teachers to read over the summer for our book study in August. Campus Teachers will vote for Teacher of the Month and Teacher Assistant of the Month to recognize teachers for their hard work and dedication to our students. Teacher recognition incentives for school year 2021-2022. **Strategy's Expected Result/Impact:** Increase Campus Culture **Staff Responsible for Monitoring:** Campus Administration Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - Local (199) - 199.23.6498.00.103.99.0.00 - $1,000	25%	30%	70%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: The campus will hire a part-time Tutor to assist in raising Reading and Writing scores and Reading Levels and to target and reinforce student needs based on Imagine Reading & Literacy report. **Strategy's Expected Result/Impact:** Academic Growth **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - 211.11.6125.00.103.24.0.TT - $3,000	0%	40%	80%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Students will have opportunities to participate in the A.R. program with the goal of 100% participation and 70% of those participating students will maintain an average percent correct of an 85%. **Strategy's Expected Result/Impact:** Increase Reading Levels. Increased motivation of A.R. participation. **Staff Responsible for Monitoring:** Classroom Teachers Librarian Campus Administration	30%	45%	75%	100%

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Implement a Computer Lab Schedule to allow opportunities for students to work on Imagine Reading & Literacy, Imagine Math and Learning.com and other computer programs. **Strategy's Expected Result/Impact:** Increased computer program minutes. **Staff Responsible for Monitoring:** Classroom Teachers Computer Lab Manager Campus Administration	30%	20%	75%	→

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

Goal 1: Truman Price Elementary 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. The campus will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: Bilingual/ESL: Facilitate K-2 Reading Level Monitoring. 100% of teachers serving identified LEP students will receive support in the understanding of language, literacy, and content interdependence. T. Price will increase the percentage of EL's progressing one performance level on TELPAS and increase the amount of EL's meeting state assessment requirements with Reading Levels.

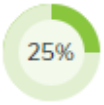
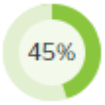
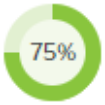
Evaluation Data Sources: Istation, Eduphoria (Workshop and AWARE), Master Schedules, TELPAS, PBMAS

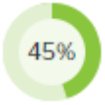
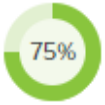
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will receive training on Sheltered Instruction to ensure all ELL's are served. Train teachers on the pedagogy that addresses the needs of LEP population. Closely monitor and acquire resources to assist teachers when providing linguistic accommodated instruction and assessment to ELL. **Strategy's Expected Result/Impact:** Increased student performance on TELPAS and state assessments. **Staff Responsible for Monitoring:** Campus Administration Teachers Bilingual Strategist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	55%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide support to Beginner and Intermediate level students through SLD and ELD classes according to the group placement and language of instruction that the students receive in ELS. **Strategy's Expected Result/Impact:** Increased student performance on TELPAS and state assessments. **Staff Responsible for Monitoring:** Campus Administration Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	60%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Ensure implementation of district programs to support all ELL's such as I-Station in Spanish, I-Station Early Reading and I-Station Advanced Reading. **Strategy's Expected Result/Impact:** Increased student performance on TELPAS and state assessments. **Staff Responsible for Monitoring:** Campus Administration Bilingual Director Bilingual Strategists Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: TELPAS tracking sheets will be provided to all teachers (K-5) so that they closely monitor student progress every six weeks. **Strategy's Expected Result/Impact:** Increased student performance on TELPAS and state assessments. **Staff Responsible for Monitoring:** Campus Administration EL Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

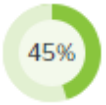
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Train and oversee OLD, ELD, and Guided Reading to ensure teachers have necessary materials, supplies and time to plan for the implementation of linguistic accommodations in an effort to improve linguistic development of all EL's. After school tutorials will take place to serve our EL's in the STAAR Tested Subjects. Purchase testing materials for the purpose of identifying or exiting students from bilingual/LEP status. **Strategy's Expected Result/Impact:** Increased student performance on classroom assignments, TELPAS and state assessments. **Staff Responsible for Monitoring:** Campus Administration Bilingual Director Counselor Secretary Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Train and expose teachers to implement a variety of computer programs/applications to practice the TELPAS speaking by recording themselves multiple times throughout the school year. **Strategy's Expected Result/Impact:** Increased Speaking on TELPAS **Staff Responsible for Monitoring:** Teachers Computer Lab Manager Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	45%	85%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Implement Simultaneous Biliteracy for grades PK, KG and 1st ensure that teachers are provided with the materials, supplies and/or resources needed. **Staff Responsible for Monitoring:** Campus Administration Bilingual Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	55%	85%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Hire a Bilingual Tutor to reinforce skills to LEP students testing in Spanish to ensure a passing standard on STAAR. **Strategy's Expected Result/Impact:** Proficiency level gains. **Staff Responsible for Monitoring:** Campus Administration Teachers **Funding Sources:** - Bilingual (162) - 162.11.6118.ST.103.25.0.00 - $13,633	5%	0%	0%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Staff will be trained on LPAC procedures and accommodations for English Learner students. **Strategy's Expected Result/Impact:** Proficiency Level Gains **Staff Responsible for Monitoring:** Classroom Teachers Counselor Campus Administration	25%	40%	65%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Obtain and provide program manipulatives, models, consumables, non-consumable materials and other classroom instructional materials or resources for all core content areas and for EL student population. **Strategy's Expected Result/Impact:** TELPAS Gains **Staff Responsible for Monitoring:** Classroom Teachers Campus Administration				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Truman Price Elementary 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. The campus will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 3: Literacy Media Center: Truman Price Elementary will promote the integration of curriculum, resources and teaching strategies to ensure academic success of all students as the effective creators and users of ideas and information enabling them to become life long learners.

Evaluation Data Sources: MyOn purchase, AR purchase, reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide resources for teachers and librarian to use in their instructional settings (Fiction and Non-fiction, award winning books, audio and visual resources, databases, e-books, professional books, magazines, newspapers, library supplies, etc. Books will be purchased for teacher summer read. Expand media resources to support the curriculum, increase library collection by purchasing books in English and Spanish and other areas of need. Books will be purchased for students to participate in the Battle of their Books. **Strategy's Expected Result/Impact:** Collective analysis Library inventory **Staff Responsible for Monitoring:** Campus Administration Campus Librarian **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - 211.12.6329.00.103.24.0.00 - $500, - Local (199) - 199.12.6325.00.103.11.0.00 - $150, - Local (199) - 199.12.6329.00.103.11.0.00 - $510, - Local (199) - 199.12.6329.00.103.11.0.AR - $0, - State Comp.(164) - 164.12.6399.00.103.30.0.00 - $500, - Teacher/Principal (255) - 255.13.6399.00.103.24.0.00 - $558.88	25%	35%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will be rewarded for meeting A.R. reading goals and/or Distinguised Reader goals. Incentives and field trip for top Accelerated Reader students and Battle of the Books Participants. **Strategy's Expected Result/Impact:** Accelerated Reader Reports Requisitions **Staff Responsible for Monitoring:** Campus Administration Campus Librarian Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - 199.12.6498.00.103.11.0.00 - $77	25%	35%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Attend training, workshops, conferences to integrate library curriculum into classroom lessons. **Strategy's Expected Result/Impact:** Travel Requests **Staff Responsible for Monitoring:** Campus Administration Campus Librarian Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - 199.12.6411.00.103.11.0.00 - $150	35%	40%	60%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Campus participation in hosting the Scholastic Book Fair to provide students the opportunity to purchase books that spark their interest. Campus participation in Battle of the Books. Transportation, t-shirts, books, supplies, and fees and dues needed to participate. Funding available through student activity. **Strategy's Expected Result/Impact:** Book Fair invoice Book Lists List of Students participating Travel requests **Staff Responsible for Monitoring:** Campus Administration Campus Librarian Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	50%	70%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide opportunities for students to speak to and listen to accomplished author's by holding author storyteller visits. **Strategy's Expected Result/Impact:** Instill love for reading **Staff Responsible for Monitoring:** Librarian Campus Administration Classroom Teachers	20%	40%	40%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Truman Price Elementary 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. The campus will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 4: The percentage of Kindergarten-Grade 2 reading on or above grade level (as measured by mCLASS/Amplify) will increase from 39% to 69% by the year 2022.

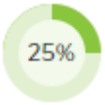
Targeted or ESF High Priority

HB3 Goal

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: GMP 1.1: Percentage of Kindergarten students reading on or above grade level with increase from 39% to 69% by the end of 2020-2021. **Strategy's Expected Result/Impact:** Goal: 69% of Kinder students reading on grade level **Staff Responsible for Monitoring:** District & Campus Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	10%	20%	45%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: GMP 1.2: Percentage of first grade students reading on or above grade level will increase from 39% to 61% by the end of 2021-2022. **Strategy's Expected Result/Impact:** 61% of 1st grade students reading on grade level. **Staff Responsible for Monitoring:** District & Campus Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**	10%	15%	30%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: GMP 1.3: Percentage of second grade students reading on or above grade level will increase from 49% to 60% by the end of 2021. **Strategy's Expected Result/Impact:** 60% of 2nd grade students reading on grade level. **Staff Responsible for Monitoring:** District & Campus Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Truman Price 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. 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 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from previous year. The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from 31% to 47%.

Evaluation Data Sources: STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Truman Price will follow the district standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. **Strategy's Expected Result/Impact:** Gradebook **Staff Responsible for Monitoring:** Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4	10%	35%	55%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. **Strategy's Expected Result/Impact:** Reading Levels and STAAR academic outcomes. **Staff Responsible for Monitoring:** Campus Principal, Classroom Teachers, Librarian **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	30%	45%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: 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 standards per core content area. **Staff Responsible for Monitoring:** Specialists Campus Administration Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	60%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, Math, Science, and Social Studies **Strategy's Expected Result/Impact:** Increased student performance as measured by District and State assessments. **Staff Responsible for Monitoring:** Curriculum Specialists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5	15%	35%	65%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. **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, TELPAS, & PBMAS.) **Staff Responsible for Monitoring:** Campus Administration, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	45%	60%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELL's, research based instructional strategies for CCRS, classroom management, and discipline (teaching) for appropriate behavior. **Strategy's Expected Result/Impact:** Professional Development District Plan, 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, Grade Level Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	40%	60%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. **Staff Responsible for Monitoring:** Campus Administrations, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	20%	50%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Implement and monitor district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON, STEMScopes, Edusmart, I-Station, Abydos, DLM kits, Circle Curriculum, SingSpellRead&Write, Simultaneous Biliteracy, Imagine Math, and Reasoning Mind Blueprint. **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Campus Administration, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	35%	55%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Monitor the Reteach/Enrichment Period to ensure skills are targeted in small groups. **Strategy's Expected Result/Impact:** STAAR Academic Outcomes **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers	10%	25%	60%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Content and Language Objectives will be posted for each subject area being taught. **Strategy's Expected Result/Impact:** STAAR Academic Increases **Staff Responsible for Monitoring:** Campus Administration Teachers	20%	35%	75%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Offer Tutorials to 3rd - 5th grade students to increase the percentage of students reaching meets and/or masters level on the STAAR test in the areas of Math, Reading, Writing, and Science. **Strategy's Expected Result/Impact:** Increase on STAAR Scores **Staff Responsible for Monitoring:** Campus Teachers Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - Title I (211) - 211.11.6118.00.103.24.0.TT - $9,000	20%	25%	25%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Awards and Incentives: Provide various forms of student recognition and promotion of academic success every six weeks. Funding available through the student activity. **Strategy's Expected Result/Impact:** Increase STAAR Scores. **Staff Responsible for Monitoring:** Campus Teachers Campus Administration	15%	30%	45%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide Academic Field Trips to provide students with opportunities to partake in fieldtrips to enhance their learning through hands on experiences. **Strategy's Expected Result/Impact:** Student Success on STAAR **Staff Responsible for Monitoring:** Campus Administration Teachers	25%	15%	15%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Students will use STEMSCOPES Computer Programs during intervention. **Strategy's Expected Result/Impact:** Increase students' Science program scores by the end of the year benchmark results. **Staff Responsible for Monitoring:** Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, 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 - **Additional Targeted Support Strategy**	25%	50%	50%	→

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Offer Tutorials to identify key gaps in student learning loss due to the COVID-19 Pandemic. Eligible students will increase growth at an accelerated pace and meet the goal of 1.2 growth by end of year on their Math, Reading by EOY Imagine Math and Istation computer programs and Science. Pizza will be purchased for Saturday tutorials. **Strategy's Expected Result/Impact:** Increase students' Math and Reading levels by 1.2 gains by the end of the year benchmark results. **Staff Responsible for Monitoring:** Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - Local (199) - 199.11.6499.00.103.11.0.00 - $300, - ESSER III (282) - 282.11.6125.00.103.24.0.LL - $19,900, - ESSER III (282) - 282.11.6118.00.103.24.0.LL - $18,600	0%	20%	35%	100%

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

Goal 2: Truman Price 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Bilingual/ESL Education: Increase by 5% points, from last year, the number of students identified as LEP students that achieve the MEETS and MASTERS grade level standard on STAAR/EOC.

Evaluation Data Sources: STAAR and TELPAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Coordinate with Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. **Strategy's Expected Result/Impact:** Increased student performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Director Core Area Directors Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	25%	40%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Implementation of Simultaneous Biliteracy in PK3, PK4, KG, 1st, and 2nd grade. Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. **Strategy's Expected Result/Impact:** Increase L1/L2 literacy development of identified LEP students. Increase student performance (District, STAAR/EOC, TELPAS, literacy levels in both L1 and L2) **Staff Responsible for Monitoring:** Campus Administration, LA coaches and strategists. Bilingual/ESL Department. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2	20%	40%	65%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs **Strategy's Expected Result/Impact:** Increase student performance (District, STAAR, TELPAS **Staff Responsible for Monitoring:** Campus Administration, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	40%	70%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Truman Price 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Advanced Academics: Truman Price Elementary will ensure that 100% of all Gifted and Talented students are provided with opportunities to be challenged and ensure that 100% of all GT students achieve MEETS and/or MASTERS on their grade level standard on STAAR by 5%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	30%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading, Writing, Research, Science, Social Studies, Math, and technology. **Strategy's Expected Result/Impact:** Increased Student Performance **Staff Responsible for Monitoring:** Campus administrators and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	25%	55%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: GT students will be provided with opportunities to work together in flexible groupings and use inquiry and discovery through TPSP. **Strategy's Expected Result/Impact:** Classroom walk-throughs, observations and lesson plans **Staff Responsible for Monitoring:** Campus administrators and Teachers	20%	25%	70%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Students will be provided with opportunities to participate in extracurricular activities such as Spelling Bee, A.C.E.S, Distinguished Readers Club and will participate in the summer reading program. **Strategy's Expected Result/Impact:** Generated and paid requisitions List of Assignments and Books **Staff Responsible for Monitoring:** Campus Administration Teachers	10%	25%	45%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide information to parents on GT activities through a variety of means such as newsletters and notes sent home. **Strategy's Expected Result/Impact:** Notices to Parents **Staff Responsible for Monitoring:** Campus Administration Teachers	20%	35%	50%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide GT instructional resources to supplement instructional programs in all core content areas through differentiated instruction, resources and materials, tutorials and counseling. **Strategy's Expected Result/Impact:** Classroom walk-throughs, observations and lesson plans **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers	10%	30%	60%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide adequate/effective GT basic and maintenance training such as 30-hour mandatory training and 6-hour update training and training on social emotional needs of GT students. **Strategy's Expected Result/Impact:** Agendas and sign-in sheets Teacher Certificates **Staff Responsible for Monitoring:** Classroom Teachers Campus Administration	30%	35%	70%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Offer opportunities for training of TPSP requirements by campus administration to ensure that teachers are implementing effectively. **Strategy's Expected Result/Impact:** Agendas and Sign-in Sheets **Staff Responsible for Monitoring:** Classroom Teachers Campus Administration	25%	40%	55%	→

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

Goal 2: Truman Price 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 4: Special Education: Increase Special Education students achieving the MEETS and/or MASTERS grade level standard on STAAR by 5%.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Ensure that teachers attend district trainings and provide campus trainings in the area of accommodations and designated supports **Strategy's Expected Result/Impact:** increase teacher awareness of accommodations -increase accommodation implementation and effectiveness -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Special Education Teachers -General Education Teachers -Campus administrators -504 campus coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide training to all staff on Response to Intervention, Differentiated Instruction and Section 504 to ensure all staff is aware of the procedures and that all students are serviced accordingly. **Strategy's Expected Result/Impact:** -increase monitoring of student progress -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** Campus Administration Counselor Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	40%	45%	60%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. **Strategy's Expected Result/Impact:** -increase student reading performance **Staff Responsible for Monitoring:** -Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	40%	40%	60%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Recognize student academic performance. Funding available through student activity. **Strategy's Expected Result/Impact:** -increase teacher communication between general education teachers and special education teachers -increase student academic performance **Staff Responsible for Monitoring:** Campus Administration and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	35%	40%	60%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide campus support by conducting classroom walkthroughs and monitoring the provision of student services in the classroom. **Strategy's Expected Result/Impact:** -increase in academic state performance -increase in classroom performance **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	45%	50%	→

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide teacher training on campus data monitoring resources to improve student progress monitoring. **Strategy's Expected Result/Impact:** -increase teacher resources for targeted instruction -increase student academic performance **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	45%	60%	→

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide special transportation for educational fieldtrips for students. **Strategy's Expected Result/Impact:** Expose students to hands on experiences **Staff Responsible for Monitoring:** Classroom Teachers Campus Administration Special Education Teacher	25%	20%	40%	→

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

Goal 2: Truman Price 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 5: Migrant: Truman Price Elementary will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Offer supplemental instruction to migrant students by offering: Targeted tutoring in core content areas during the intervention period and supplemental instructional support to assist in raising Reading Levels and Math skills for KG - 5th grade students. **Strategy's Expected Result/Impact:** Increased Academic Performance **Staff Responsible for Monitoring:** Campus Administration Migrant Director Counselor Teachers	20%	20%	35%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide School Supplies when necessary. **Strategy's Expected Result/Impact:** Increase Academic Performance **Staff Responsible for Monitoring:** Campus Administration Migrant Director Counselor Teachers	65%	65%	90%	100%

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

Goal 2: Truman Price 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 6: Fine Arts Teachers will coordinate opportunities for campus concerts, recitals, exhibits, and performances for parents and the community. Students will be scheduled into Fine Arts class at least once a week. Student shirts will be purchased for concerts and community events.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Fine Arts teachers will celebrate and recognize students who participate in Fine Arts program by taking them on an education field trip and providing incentives. **Strategy's Expected Result/Impact:** Student participation and perfomances **Staff Responsible for Monitoring:** Campus Administration Fine Arts Teacher Fine Arts Director	20%	20%	20%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Truman Price 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 7: Drop Out Prevention: Truman Price Elementary will increase the attendance rate from an average of 96% to 98%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Attendance Helpers will provide teachers attendance sheets to be filled out and turned in by 8:05 a.m. in order to contact parents/guardians for any and all students marked absent. **Strategy's Expected Result/Impact:** Improved ADA and Six Weeks Attendance Rates **Staff Responsible for Monitoring:** Campus Administration Attendance Helpers Teachers	45%	45%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Follow district written policies and protocol for addressing truancy and attendance trends and notify parents of attendance rules, policies and protocols. **Strategy's Expected Result/Impact:** Improved ADA and Six Weeks Attendance Rates **Staff Responsible for Monitoring:** Campus Administration PEIMS/Attendance Clerks	35%	40%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Students will be recognized at the end of the six weeks for perfect attendance during the six weeks parade. Attendance incentives will also be provided weekly. Perfect attendance trophy will be provided at the end of the year for students who maintain perfect attendance for the school year. Funding will be available through student activity. **Strategy's Expected Result/Impact:** Improved ADA and Six Weeks Attendance Rates **Staff Responsible for Monitoring:** Campus Administration Counselor PEIMS/Attendance Clerk Teachers	50%	50%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Formation of campus attendance committee which will meet at the end of every six weeks to monitor and discuss attendance rate and incentives to increase campus attendance rate. **Strategy's Expected Result/Impact:** Agendas and sign in sheets Improved ADA and Six Weeks Attendance Rates **Staff Responsible for Monitoring:** Campus Administration PEIMS/Attendance Clerk	40%	45%	60%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Classrooms with perfect attendance will be announced daily via intercom and the campus attendance rate will be displayed on the marquee daily. **Strategy's Expected Result/Impact:** Improved ADA and Six Weeks Attendance Rates **Staff Responsible for Monitoring:** Campus Administration PEIMS/Attendance Clerks	20%	25%	50%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Teachers with perfect attendance for every six weeks will be recognized with incentives. Funds available through faculty account. **Strategy's Expected Result/Impact:** Increase of Teacher Attendance **Staff Responsible for Monitoring:** Campus Administration Campus Secretary PEIMS/Attendance Clerks	30%	30%	50%	→

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

Goal 2: Truman Price 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 8: The percentage of students who achieve meets and /or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 37% to 60% by 2023.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: GMP 2.1 Annual Targets: The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR will increase from 35% to 40% in 2021-2022. **Strategy's Expected Result/Impact:** 40% of students at Meets and/or Masters **Staff Responsible for Monitoring:** Campus Administration Teachers	20%	20%	35%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Truman Price will create 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 students taking Advanced Mathematics will be encouraged to promote above grade level advancement.

Evaluation Data Sources: Mathematics Advanced Assessment

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement advanced academic courses offered at every school and during the summer, to include the Bridge to Enter Advanced Mathematics (BEAM) program. **Strategy's Expected Result/Impact:** Increased enrollment numbers in advanced courses. **Staff Responsible for Monitoring:** Campus Administrations, Counselors, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	0%	0%	0%	→

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

Goal 3: Truman Price will create 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: Promote College Awareness by encouraging students to wear the college T-shirts on Thursdays as teachers deliver a lesson on different Colleges/Universities.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Students will wear their College T-shirts on Thursdays to promote college awareness. **Strategy's Expected Result/Impact:** College Awareness **Staff Responsible for Monitoring:** Campus Administration and Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	35%	45%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will wear the district spirit T-shirts on Fridays to promote students' ownership and pride towards DISD. Funding available through student activity. **Strategy's Expected Result/Impact:** Students will show ownership and pride towards DISD. **Staff Responsible for Monitoring:** Teachers Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	0%	20%	60%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Truman Price will create 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: Career Day will take place in February to promote and College and/or Career awareness. Students will be able to learn about different careers based on the speakers invited.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will host Career Day to ensure students are exposed to the various professions and outcome of staying in school and being successful. **Strategy's Expected Result/Impact:** Promote Career Awareness **Staff Responsible for Monitoring:** Campus Counselor Administration Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	35%	55%	85%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Truman Price Elementary 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: Business and Finance: Truman Price Elementary will ensure fiscal responsibility by reviewing campus receipt books, fundraising forms, and periodically auditing the student activity account. A spreadsheet will be kept by grade level along with a binder that contains copies of all transactions and deposits.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus will follow all guidelines and policies established by District Business Office. Campus Administration will share all guideline and procedures with grade level leaders to ensure transparency. **Strategy's Expected Result/Impact:** Training Logs **Staff Responsible for Monitoring:** Campus Administration Business and Finance Director				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Truman Price Elementary 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: Federal Programs: Truman Price Elementary will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the NCLB compliance application.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide supplies and materials to meet the grade level's needs. **Strategy's Expected Result/Impact:** Requisitions **Staff Responsible for Monitoring:** Campus Administration Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	70%	70%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide training on the C.N.A. process for campuses staff. The staff will then work on their CNA using the new method of multiple sources of data **Strategy's Expected Result/Impact:** Thorough C.N.A. **Staff Responsible for Monitoring:** Campus Administration	55%	60%	70%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Truman Price Elementary 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: Human Resources: Truman Price Elementary will maintain a 100% highly qualified status for the staffing requirements of the No Child Left Behind Act (NCLB).

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Administration and Teacher certifications will be reviewed to ensure all administrators and teachers are properly certified and maintain highly qualified status. **Strategy's Expected Result/Impact:** Administration Certifications Teachers Certifications **Staff Responsible for Monitoring:** Campus Administration Human Resources Superintendent Human Resources Director	35%	50%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Mentor/Mentee Program will be implemented for 1st year teachers. **Strategy's Expected Result/Impact:** Sign-In Sheets Agendas **Staff Responsible for Monitoring:** Campus Administration	25%	20%	20%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide new teacher orientation for all new teachers so that they become familiar with district policies, procedures and academic program goals **Strategy's Expected Result/Impact:** Training evaluation, district student performance results **Staff Responsible for Monitoring:** Campus Administration District Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	40%	40%	40%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Truman Price will provide the statutorily required training in Title IX, VII, Child Abuse Awareness, and Policy to all staff twice per year. **Strategy's Expected Result/Impact:** All training will be documented and maintained at the Campus/Department levels. **Staff Responsible for Monitoring:** Campus Administration				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Truman Price Elementary 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 4: Expenditures: Truman Price Elementary will expect 100% of all allocated funds to be used in accordance with the needs identified in the Comprehensive Needs Assessment developed by the Campus Leadership Team.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus will ensure all monies allocated to the campus are spent in accordance with campus needs and in compliance with Federal and Business Office guidelines. Monies will also be allocated to purchase instructional supplies, teacher supplies, student supplies, and front office supplies from DISD warehouse or approved vendors. **Strategy's Expected Result/Impact:** Compliance reports Campus budget **Staff Responsible for Monitoring:** Campus Administration Business and Finance Director Chief Financial Officer Federal Programs Director Campus Secretary **Funding Sources:** - Local (199) - 199.23.6399.00.103.99.0.00 - $402, - Title III (263) - 263.11.6399.00.103.25.0.00 - $587, - Local (199) - 199.11.6399.00.103.11.0.00 - $300, - Title I (211) - 211.116.399.00.103.24.0.00 - $586, - Local (199) - 199.12.6399.00.103.11.0.00 - $560, - Teacher/Principal (255) - 255.13.6399.00.103.24.0.00 - $1,077.12	35%	45%	55%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campus will purchase office supplies, office equipment, furniture, etc. to ensure the campus operates efficiently. **Strategy's Expected Result/Impact:** Office Supplies **Staff Responsible for Monitoring:** Campus Administration Campus Secretary	35%	40%	50%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Operational Leases **Strategy's Expected Result/Impact:** Purchase Orders **Staff Responsible for Monitoring:** Campus Administration Campus Secretary **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - Local (199) - 199.11.6269.00.103.11.0.00 - $6,934.78, - Local (199) - 199.23.6269.00.103.99.0.00 - $5,024.81	35%	40%	55%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Campus Administration, Campus Librarian, and Teachers will attend Region One training's and workshops for all content areas and school safety as needed. **Strategy's Expected Result/Impact:** Travel Requests **Staff Responsible for Monitoring:** Campus Administration Campus Librarian Campus Secretary Teachers **Funding Sources:** - Local (199) - 199.12.6239.00.103.11.0.00 - $300, - Local (199) - 199.13.6239.00.103.99.0.00 - $500, - Local (199) - 199.21.6239.00.103.99.0.00 - $0, - Local (199) - 199.23.6239.00.103.99.0.00 - $300, - Local (199) - 199.31.6239.00.103.99.0.00 - $300, - Title I (211) - 211.13.6239.00.103.24.0.00 - $1,500, - Title I (211) - 211.31.6239.00.103.24.0.00 - $300, - Teacher/Principal (255) - 255.23.6239.00.103.24.0.00 - $1,500, - Teacher/Principal (255) - 255.13.6239.00.103.24.0.00 - $1,500, - Title III (263) - 263.13.6239.00.103.25.0.00 - $1,000, - State Comp.(164) - 164.13.6239.00.103.30.0.00 - $2,000	25%	40%	45%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Campus Administration and Campus Secretary will buy snacks and refreshments for staff during staff meetings using Faculty Club Account and to purchase jackets, blankets and shirts for staff using faculty and local account. To promote a positive school climate.				

Strategy's Expected Result/Impact: Improve Campus Cultures
Staff Responsible for Monitoring: Campus Administration
Campus Secretary

ESF Levers: Lever 3: Positive School Culture
Funding Sources: - Tuberculin 899 - 899.00.2190.00.103.00.0.00 - $76.16, - Local (199) - 199.23.6498.00.103.99.0.00 - $1,000, - Faculty Account 897 - 897.00.2190.01.103.00.0.00 - $1,412, - Local (199) - 199.13.6499.00.103.99.0.00 - $1,000

30%	40%	55%	100%

No Progress

Accomplished

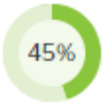
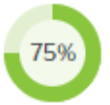
Continue/Modify

Discontinue

Goal 4: Truman Price Elementary 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 5: Warehouse/Fixed Assets/Textbooks - Warehouse Departments will ensure all requisitions requested by campuses and department district-wide are expedited in a timely manner as per identified needs.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Secretary will submit all paper work required for requisitions and will follow up to ensure that orders arrive in a timely manner. **Strategy's Expected Result/Impact:** Meet students' needs. **Staff Responsible for Monitoring:** Secretary Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Truman Price Elementary 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 6: Custodial Department: Truman Price Elementary will ensure that 100% of all facilities are cleaned to an optimal hygiene level at least once per day or as needed and maintain an environment that is conducive for learning.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Design an implementation plan for assisting custodians in scheduling shifts and cleaning areas. **Strategy's Expected Result/Impact:** Schedule Campus Map **Staff Responsible for Monitoring:** Campus Administration Head Custodian Custodians	40%	50%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Implement an evaluation process for evaluating employee work performance. **Strategy's Expected Result/Impact:** Completed Evaluations **Staff Responsible for Monitoring:** Campus Administration	30%	40%	50%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Purchase wax for the upcoming school year. **Strategy's Expected Result/Impact:** Promote an inviting educational environment **Staff Responsible for Monitoring:** Campus administration Head Custodian **Funding Sources:** - Local (199) - 199.5163.15.00.103.99.0.00	25%	40%	50%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Truman Price Elementary 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 7: Maintenance Department will provide students, staff and visitors with a safe and comfortable learning environment by maintaining well kept facilities.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Work orders will be placed as needed and followed up to ensure that work has been completed. **Strategy's Expected Result/Impact:** Save and inviting campus environment **Staff Responsible for Monitoring:** Secretary Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	30%	55%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Building entrance mats will be purchased for each entrance to prevent stakeholders from accidents due to slippery floors and maintain our floors. **Strategy's Expected Result/Impact:** Clean hallways **Staff Responsible for Monitoring:** Custodians and Campus Administration **Targeted Support Strategy**	30%	45%	70%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Truman Price Elementary 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 8: Technology Department: Truman Price Elementary will ensure all student computers are working and available to all students. The campus will ensure all projectors and document cameras are working to ensure a digital learning environment is evident at Truman Price Elementary.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus personnel will input work orders as needed to ensure all technology is in working condition. **Strategy's Expected Result/Impact:** Completed and Closed Work Orders **Staff Responsible for Monitoring:** Campus Administration Campus Personnel	30%	30%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain and update campus technology inventory as needed and by adhering to district guidelines. **Strategy's Expected Result/Impact:** Completed Inventory **Staff Responsible for Monitoring:** Campus Administration Technology Director Campus Librarian Computer Lab Manger	30%	30%	45%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Follow district procedures for transferring technology equipment or "junking" outdated equipment. **Strategy's Expected Result/Impact:** Transfer Documentation **Staff Responsible for Monitoring:** Campus Administration Technology Director Campus Librarian Computer Lab Manger Teachers	30%	40%	50%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Technology training's will be provided to staff at monthly staff meetings. **Strategy's Expected Result/Impact:** Agendas and Sign-in Sheets **Staff Responsible for Monitoring:** Campus Administration Campus Technology Representative Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Truman Price Elementary 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 9: Transportation Department: Truman Price Elementary will ensure that 100% of its students riding the DISD school buses are dropped off at their prospective homes.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus will notify Transportation Department of any and all concerns pertaining to dropping off or picking up of all students that ride the bus. **Strategy's Expected Result/Impact:** Phone Calls and/or emails **Staff Responsible for Monitoring:** Campus Administration	35%	55%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students in PK-2nd grade will wear Transportation Tags with their name, address, phone number, Bus number and campus information. **Strategy's Expected Result/Impact:** Name Tags **Staff Responsible for Monitoring:** Campus Administration Teachers Instructional Aides	30%	35%	85%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Truman Price Elementary 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: Risk Management: Truman Price Elementary will ensure that an effective Emergency Operations Plan is updated and in place by the end of the first three weeks of school.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus Safety Committee will be established by the end of the first three weeks of school to review and revise the Campus Emergency Operations Plan. **Strategy's Expected Result/Impact:** Revised Emergency Operations Plan **Staff Responsible for Monitoring:** Campus Administration Safety Committee Safety and Risk Management Director	25%	30%	30%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Monthly Safety Committee meetings to discuss emergency plan, update as needed, and debrief on campus safety drills. **Strategy's Expected Result/Impact:** Drill tracking sheets Agendas and sign-in sheets **Staff Responsible for Monitoring:** Campus Administration Safety Committee Safety and Risk Management Director	5%	5%	5%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Safety Committee Chairperson will promote a safe learning environment by sending out a campus newsletter (HB 5 requirement). **Strategy's Expected Result/Impact:** Newsletter **Staff Responsible for Monitoring:** Campus Administration Safety Committee	20%	20%	30%	→

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

Goal 5: Truman Price Elementary 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: Police Department: Truman Price Elementary will increase the number of DISD police presentations by 50% to educate students in upper grade levels about gangs, drugs, and consequences for misconduct.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will follow the District Management Plan when facing disciplinary issues in the classroom. **Strategy's Expected Result/Impact:** Parent Contact Logs **Staff Responsible for Monitoring:** Campus Administration	30%	35%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Teachers will be provided training over effective classroom management techniques throughout the school year. **Strategy's Expected Result/Impact:** Agendas and sign-in sheets **Staff Responsible for Monitoring:** Campus Administration Teachers	30%	30%	55%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Teachers will be provided with a campus lanyard for safety purposes and to ensure that classroom keys are always accessible in case of any unexpected emergencies. **Strategy's Expected Result/Impact:** Receipt of lanyard sign in sheet **Staff Responsible for Monitoring:** Campus Administration Teachers	25%	45%	50%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Truman Price Elementary 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: Insurance: Truman Price Elementary will ensure that 100% of all employees and facilities have insurance coverage during the full contract period.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Employees will be notified when insurance members will be on campus to make changes to their insurance plans. **Strategy's Expected Result/Impact:** Sign-in Sheets **Staff Responsible for Monitoring:** Campus Administration Safety and Risk Management Director	30%	40%	65%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Truman Price Elementary 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: Nursing/Health Services: Truman Price Elementary will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus Nurse will review immunization records to ensure they are up to date. **Strategy's Expected Result/Impact:** Immunization Records Immunization Reports **Staff Responsible for Monitoring:** Campus Administration Director of Nurses Campus Nurse	20%	20%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campus Nurse will conduct vision and hearing exams for all students. **Strategy's Expected Result/Impact:** Completion Rosters **Staff Responsible for Monitoring:** Campus Administration Director of Nurses Campus Nurse **Funding Sources:** - Title I (211) - $1,000	20%	20%	65%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Campus Nurse will request and receive supplies in order to tend to our students medical needs. **Strategy's Expected Result/Impact:** Nursing Records Supply Requests **Staff Responsible for Monitoring:** Campus Administration Director of Nurses Campus Nurse	40%	40%	60%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Truman Price Elementary 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: Nutrition/Food Services: Truman Price Elementary will provide nutritional meals to 100% of all PK-5 students to support academic success.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: All students, PK-5 will receive breakfast and lunch from the cafeteria. Teachers will be responsible for administering point of service for breakfast and posting BIC. **Strategy's Expected Result/Impact:** Attendance reports Breakfast in the Classroom reports Breakfast and Lunch Counts **Staff Responsible for Monitoring:** Campus Administration Cafeteria Manger PEIMS Clerk Teachers	65%	75%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Nutrition/Food Services: SHAC meetings at least 4 times a school year. **Strategy's Expected Result/Impact:** SHAC Agendas and Meetings. **Staff Responsible for Monitoring:** Food Services Director.	10%	45%	45%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Nursing/Health Services: SHAC meeting presentations from community partners will be shared with all nursing staff to educate students and give parents information of where to go get medical assistance. Students will receive needed medical care. SHAC meetings will be held 4 times in a school year. **Strategy's Expected Result/Impact:** Fine Arts cross-curricular projects, Community engagement projects, Committee agendas/sign-in documents **Staff Responsible for Monitoring:** Nursing Dept.	20%	30%	45%	→

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

Goal 5: Truman Price Elementary 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: Student Support Services: Truman Price Elementary will ensure students that qualify for support services are properly serviced. Service Logs will be kept by all professional staff.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: All students will receive counseling sessions at least once a month over bullying and positive character traits and social norms to foster a safe learning environment. Materials and supplies will be purchased to effectively carry out these lessons and activities. Positive banners and fence messages will be displayed to promote our campus pride. **Strategy's Expected Result/Impact:** Positive learning environment Agenda and sign-sheets Welcoming campus culture **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Targeted Support Strategy** **Funding Sources:** - Title IV 289 - 289.31.6499.00.103.11.0.00 - $1,416.46, - Title IV 289 - 289.31.6399.00.103.11.0.00 - $3,634	30%	40%	40%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will receive counseling sessions from campus counselor when indicated on disciplinary referrals. **Strategy's Expected Result/Impact:** Counselor Report Counselor Logs **Staff Responsible for Monitoring:** Campus Administration Counselor	35%	40%	45%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Students in need of clothing/uniforms will be referred to the school counselor so that clothing vouchers may be provided to families. **Strategy's Expected Result/Impact:** Clothing vouchers Referrals **Staff Responsible for Monitoring:** Campus Administration Counselor **Funding Sources:** - Title I (211) - 211.32.6499.00.103.24.0.00 - $1,050	35%	35%	60%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Students will participate in Career/College awareness activities and Drug Awareness & Prevention to educate and motivate them to pursue higher education. **Strategy's Expected Result/Impact:** Flyers Schedule of Events Lesson plans Sign-in sheets **Staff Responsible for Monitoring:** Campus Administration Counselor	55%	55%	70%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Truman Price Elementary 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 7: Transportation department : bus drivers will transport students each morning on time. With a goal of all students arriving 15 minutes prior to the start of instructional day, in order to serve breakfast. District GPS system will measure routes and time to campuses. The district goal is 99.8% without any incidents.

Evaluation Data Sources: Utilizing our GPS locator devices. this will be our tool to evaluate our time of location stops and measure or time of delivery of student at campuses.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Transportation services will be provided for after-school tutorials. **Strategy's Expected Result/Impact:** Academic Growth **Staff Responsible for Monitoring:** Campus Administration Transportation Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	0%	0%	0%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Truman Price Elementary 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 8: Fine Arts: Truman Price will assist teachers and students to achieve the highest level of excellence in all interscholastic competitions and increase the overall percentage of high school students on track to obtaining Arts and Humanities endorsement by 10%.

Evaluation Data Sources: Professional development, Inventory reports, Lesson plans, Evaluation reports, Competition results, PEIMS enrollment reports, PEIMS endorsement reports.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: Truman Price Elementary 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 9: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 97.5 for all students.

Evaluation Data Sources: TAPR report/PBMAS

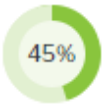
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify and provide RTI, tutoring, counseling, and school/community resources to homeless students. **Strategy's Expected Result/Impact:** Students will master state administered assessments **Staff Responsible for Monitoring:** Campus Administration Teachers Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	45%	45%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Formation of campus based attendance committee **Strategy's Expected Result/Impact:** Enrollment data **Staff Responsible for Monitoring:** Campus Teachers, Campus Administrators	50%	45%	60%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Ensure campuses inform parents on attendance rules, credit denial, promotion and truancy **Strategy's Expected Result/Impact:** Mtg. Agenda, Sign-In Sheets **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	35%	45%	55%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide an Attendance Incentive Program **Strategy's Expected Result/Impact:** Warning letters, weekly court filings, meetings with truant students **Staff Responsible for Monitoring:** Campus Administration				

  No Progress Accomplished Continue/Modify Discontinue

Goal 5: Truman Price Elementary 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 10: Physical Education: Truman Price Elementary will require the Fitness Gram physical fitness assessment to be administered to 98% of all students enrolled in P.E. unless a student qualifies for valid exemption as per Fitness Gram testing policies.

Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Fitness data for all students will be collected from the PE/Health using FITNESSGRAM. **Strategy's Expected Result/Impact:** Fitnessgram pre- and post- tests in 6th grade Fitnessgram data (annual) in grades 3-12 **Staff Responsible for Monitoring:** Coach Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	15%	20%	55%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. **Strategy's Expected Result/Impact:** campus grade-level rosters **Staff Responsible for Monitoring:** Campus Administration Counselor	40%	40%	60%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Continue implementation of CATCH curriculum and online Curriculum Collaborative for P.E./Health classes aligned to state and district standards. **Strategy's Expected Result/Impact:** Lesson Plans **Staff Responsible for Monitoring:** P.E. Teacher Campus Administration	5%	5%	0%	→

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

Goal 5: Truman Price Elementary 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 11: Advanced Academics: The District will ensure that 97% of all Gifted/Talented will meet the state standards on all areas of STAAR/EOC.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Elementary students will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, NASA, GT Competitions, and group projects of study during Academic Elective periods. **Strategy's Expected Result/Impact:** Classroom observation, lesson plans, meetings with AAS director, **Staff Responsible for Monitoring:** Campus Administrators, Gifted/Talented Teachers, AAS Director	30%	35%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campuses recognize TPSP participants by showcasing projects through events like Gallery Walk, Literacy Night, etc. with medals or by placing in the district newspaper. **Strategy's Expected Result/Impact:** Newspaper articles, pictures **Staff Responsible for Monitoring:** AAS Director, campus admin, classroom teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	40%	100%

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

Goal 5: Truman Price Elementary 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 12: Technology: Students K-8th grades will learn about digital citizenship and cyberbullying using online curriculum.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Counselor will deliver lessons on CyberBullying once a six weeks. **Strategy's Expected Result/Impact:** Bully free campus environment **Staff Responsible for Monitoring:** Campus Counselor and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	15%	15%	20%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Truman Price Elementary 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 13: Bilingual/ESL: Truman Price will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Truman Price will train teachers on Sheltered Instruction to ensure students are exposed to a variety of language activities. **Strategy's Expected Result/Impact:** STAAR Scores **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	55%	55%	60%	→

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

Goal 5: Truman Price Elementary 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 14: Migrant: Truman Price will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%

Evaluation Data Sources: PBMAS & STAAR

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Migrant Tutor will be provided for grades 3rd - 5th to work with migrant students in small groups. **Strategy's Expected Result/Impact:** STAAR Scores **Staff Responsible for Monitoring:** Campus Administration Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	20%	20%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Needed resources, supplies and materials will be purchased for Migrant students. **Strategy's Expected Result/Impact:** STAAR Scores **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	45%	50%	60%	100%

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

Goal 5: Truman Price Elementary 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 15: Special Education: Truman Price will improve its overall academic rating in the area of reading and writing in 2018 Texas Education Agency Performance Based Monitoring Analysis System by one performance level indicator.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: T. Price will provide students a safe and nurturing school environment that supports academic success in the classrooms. Classroom video cameras will be purchased and installed for Special Education Classrooms as needed. **Strategy's Expected Result/Impact:** Student safety and welfare. **Staff Responsible for Monitoring:** Campus Administrator District Directors	50%	45%	50%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Truman Price Elementary 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 16: Fine Arts: Truman Price will encourage every Fine Art program to provide students with at least one professional art industry experience and assist 100% of students interested in pursuing a post-secondary education/career in the Arts.

Evaluation Data Sources: Travel to/host professional performances, Travel to/host workshops with professional artists, College auditions and admissions to Visual and Performing Art programs, Student portfolios.

Summative Evaluation: No progress made toward meeting Objective

Goal 5: Truman Price Elementary 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 17: Academics: Increase opportunities for students to participate in and out of district academic enrichment programs. Programs include; Student Ambassador, Folklorico, Dancerettes, Robotics, Book Club, Eukelele, Choir, Drum Line, and Chess.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Second through Fifth Grade Students will be provided with opportunities to join the FLL (First Lego League) Challenge at a local level and if advanced, they will go to state level. **Strategy's Expected Result/Impact:** STAAR Scores Technology Knowledge **Staff Responsible for Monitoring:** Robotics Coaches Campus Administration District Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.5	0%	0%	0%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All students will participate in a variety of clubs on Fridays as part of the Truman Price Club Friday events. Supplies and other resources and materials needed will be purchased for this clubs. **Strategy's Expected Result/Impact:** Positive Campus Environment Student Knowledge in real world careers Good Citizenship **Staff Responsible for Monitoring:** Teachers Campus Administration Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Additional Targeted Support Strategy** **Funding Sources:** - Local (199) - 199.11.6399.00.103.11.0.00 - $800	0%	25%	65%	100%

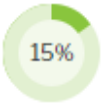
0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 5: Truman Price Elementary 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 18: Truman Price Elementary will increase the safety measures of our campus by upgrading the locking mechanisms for classroom doors and upgrading security measures a the entry points of our campus.

Evaluation Data Sources: Campus Administration
District Police Department
District Safety and Risk Department

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Install key less door entry systems with cameras to our campus where visitors will have to be buzzed in. **Strategy's Expected Result/Impact:** Campus will be safer. **Staff Responsible for Monitoring:** Campus Administration District Police Department District Safety and Risk Department				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Purchase student and staff PPE supplies (face shields, face masks, student desk shields, etc.) for students to wear prior to entering and around the campus.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Truman Price Elementary 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 19: Culture/Climate: Increase opportunities for students to participate in and out of district and campus programs such as PBIS/Capturing Kids' Hearts. Programs include; Student Ambassador, Folklorico, Dancerettes, Robotics, Book Club, Eukelele, Choir, Drum Line, Chess, Arts & Crafts, etc.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Incentives for students will be provided on Fridays for specific clubs as part of the Truman Price Club House Friday. Snacks will be provided for PBIS activities when rewarding good/excellent behavior using student activity funds. **Strategy's Expected Result/Impact:** Positive School campus climate and culture which will lead to academic success. **Staff Responsible for Monitoring:** Campus Teachers Campus Administration Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Additional Targeted Support Strategy**	20%	60%	90%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: Truman Price Elementary 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: CLPAC: Truman Price Elementary will maintain 100% of the required members in the Campus Level Planning and Advisory Committee to oversee all improvement activities once a month.

Evaluation Data Sources: CLPAC meeting sign ins and agendas

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: CLPAC nominations and voting will take place at the beginning of the school year for members whose term has expired. **Strategy's Expected Result/Impact:** Agendas Sign-in Sheets **Staff Responsible for Monitoring:** Campus Administration Teachers	50%	50%	55%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: CLPAC will ensure a parent representative and business representative serve on the committee as outlined in CLPAC policy. **Strategy's Expected Result/Impact:** Agendas Sign-in Sheets **Staff Responsible for Monitoring:** Campus Administration CLPAC Committee	50%	50%	65%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: CLPAC meetings will take place at least once a month and/or as needed in an effort to oversee all campus level planning and decision making. **Strategy's Expected Result/Impact:** Agendas Sign-in Sheets **Staff Responsible for Monitoring:** Campus Administration CLPAC Committee	40%	40%	60%	→

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

Goal 6: Truman Price Elementary 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: Parental Involvement Department: Truman Price Elementary will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at campus meetings/events each year.

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

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will conduct Title 1 meetings to inform parents of the school performance, available programs for students and services provided by the campus and district. The campus will also host Texas Public School Week also known as "Open House," in an effort to showcase the campus and the various things students are doing. The campus will purchase snacks and other food items for a grab and go goodie bag for parents that attend the end of the year parade in an effort to appreciate them for their daily support through this pandemic. **Strategy's Expected Result/Impact:** Meeting Invitations Meeting and Sign-in Sheets **Staff Responsible for Monitoring:** Campus Administration Campus Secretary Parent Educator Parental Involvement Director **Funding Sources:** Refreshments/Supplies Needed for Parent Meetings - Title I (211) - 211.61.6499.00.103.24.0.00 - $200	40%	40%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Review, revise and disseminate parental involvement policy with parents in accordance with Title I requirements. **Strategy's Expected Result/Impact:** Agendas and Sign-in Sheets **Staff Responsible for Monitoring:** Campus Administration Parent Educator	30%	35%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Review, revise and implement school/parent compact to develop an effective school/family partnership. **Strategy's Expected Result/Impact:** Signed Compacts **Staff Responsible for Monitoring:** Campus Administration Parent Educator	20%	20%	40%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Parent educator will recruit parents and provide information to parents on the perks of volunteering at our campus. **Strategy's Expected Result/Impact:** Sign-in sheets Flyers **Staff Responsible for Monitoring:** Campus Administration Parent Educator	15%	15%	35%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Blackboard will be utilized by campus administration as a method of keeping parents informed about campus events. **Strategy's Expected Result/Impact:** Blackboard Usage Report **Staff Responsible for Monitoring:** Campus Administration Parent Educator	60%	60%	65%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Build parents' capacity by providing them with training and workshops in a variety of topics throughout the year such as Nutrition, computer programs, GED classes, parent workshops, etc. Provide instructional supplies and materials so parent volunteers can help teachers with materials needed in the classroom. **Strategy's Expected Result/Impact:** Meeting Invitation Agendas and sign-in sheets **Staff Responsible for Monitoring:** Campus Administration Parent Educator	35%	40%	40%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Campus Funding Summary

Bilingual (162)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	8		162.11.6118.ST.103.25.0.00	$13,633.00
				Sub-Total	$13,633.00
				Budgeted Fund Source Amount	$13,633.00
				+/- Difference	$0.00

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		164.11.6399.00.103.30.0.00	$3,000.00
1	1	4		164.13.6411.00.103.30.0.00	$500.00
1	3	1		164.12.6399.00.103.30.0.00	$500.00
4	4	4		164.13.6239.00.103.30.0.00	$2,000.00
				Sub-Total	$6,000.00
				Budgeted Fund Source Amount	$7,060.00
				+/- Difference	$1,060.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		199.11.6399.00.103.11.0.00	$5,000.00
1	1	8		199.11.6498.00.103.11.0.00	$700.00
1	1	8		199.11.6499.00.103.11.0.00	$314.00
1	1	10		199.31.6498.00.103.99.0.00	$104.00
1	1	11		199.23.6499.00.103.99.0.00	$550.00
1	1	14		199.23.6498.00.103.99.0.00	$1,000.00
1	3	1		199.12.6329.00.103.11.0.AR	$0.00
1	3	1		199.12.6329.00.103.11.0.00	$510.00
1	3	1		199.12.6325.00.103.11.0.00	$150.00
1	3	2		199.12.6498.00.103.11.0.00	$77.00
1	3	3		199.12.6411.00.103.11.0.00	$150.00
2	1	15		199.11.6499.00.103.11.0.00	$300.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	1		199.11.6399.00.103.11.0.00	$300.00
4	4	1		199.23.6399.00.103.99.0.00	$402.00
4	4	1		199.12.6399.00.103.11.0.00	$560.00
4	4	3		199.11.6269.00.103.11.0.00	$6,934.78
4	4	3		199.23.6269.00.103.99.0.00	$5,024.81
4	4	4		199.23.6239.00.103.99.0.00	$300.00
4	4	4		199.31.6239.00.103.99.0.00	$300.00
4	4	4		199.13.6239.00.103.99.0.00	$500.00
4	4	4		199.21.6239.00.103.99.0.00	$0.00
4	4	4		199.12.6239.00.103.11.0.00	$300.00
4	4	5		199.23.6498.00.103.99.0.00	$1,000.00
4	4	5		199.13.6499.00.103.99.0.00	$1,000.00
4	6	3		199.5163.15.00.103.99.0.00	$0.00
5	17	2		199.11.6399.00.103.11.0.00	$800.00
				Sub-Total	$26,276.59
				Budgeted Fund Source Amount	$45,465.00
				+/- Difference	$19,188.41

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		211.11.6399.00.103.24.0.00	$2,500.00
1	1	4		211.13.6239.00.103.24.0.00	$2,000.00
1	1	4		211.31.6239.00.103.24.0.00	$300.00
1	1	4		211.31.6411.00.00.103.24.0.00	$110.00
1	1	8		211.11.6499.00.103.24.0.00	$500.00
1	1	15		211.11.6125.00.103.24.0.TT	$3,000.00
1	3	1		211.12.6329.00.103.24.0.00	$500.00
2	1	11		211.11.6118.00.103.24.0.TT	$9,000.00
4	4	1		211.116.399.00.103.24.0.00	$586.00
4	4	4		211.13.6239.00.103.24.0.00	$1,500.00
4	4	4		211.31.6239.00.103.24.0.00	$300.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	4	2			$1,000.00
5	6	3		211.32.6499.00.103.24.0.00	$1,050.00
6	2	1	Refreshments/Supplies Needed for Parent Meetings	211.61.6499.00.103.24.0.00	$200.00
				Sub-Total	$22,546.00
				Budgeted Fund Source Amount	$10,775.00
				+/- Difference	-$11,771.00

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4		255.23.6411.00.103.24.0.20	$3,000.00
1	3	1		255.13.6399.00.103.24.0.00	$558.88
4	4	1		255.13.6399.00.103.24.0.00	$1,077.12
4	4	4		255.13.6239.00.103.24.0.00	$1,500.00
4	4	4		255.23.6239.00.103.24.0.00	$1,500.00
				Sub-Total	$7,636.00
				Budgeted Fund Source Amount	$7,136.00
				+/- Difference	-$500.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	1		263.11.6399.00.103.25.0.00	$587.00
4	4	4		263.13.6239.00.103.25.0.00	$1,000.00
				Sub-Total	$1,587.00
				Budgeted Fund Source Amount	$5,887.00
				+/- Difference	$4,300.00

Student Activity 865					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$281.00
				+/- Difference	$281.00

Faculty Account 897					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	5		897.00.2190.01.103.00.0.00	$1,412.00
				Sub-Total	$1,412.00
				Budgeted Fund Source Amount	$440.00
				+/- Difference	-$972.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10		289.31.6299.00.103.11.0.00	$600.00
1	1	10		289.31.6291.00.103.11.0.00	$400.00
1	1	10		289.31.6499.00.103.11.0.00	$668.00
5	6	1		289.31.6499.00.103.11.0.00	$1,416.46
5	6	1		289.31.6399.00.103.11.0.00	$3,634.00
				Sub-Total	$6,718.46
				Budgeted Fund Source Amount	$7,136.00
				+/- Difference	$417.54

Tuberculin 899					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	5		899.00.2190.00.103.00.0.00	$76.16
				Sub-Total	$76.16
				Budgeted Fund Source Amount	$95.00
				+/- Difference	$18.84

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	15		282.11.6118.00.103.24.0.LL	$18,600.00
2	1	15		282.11.6125.00.103.24.0.LL	$19,900.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$38,500.00
				Budgeted Fund Source Amount	$52,650.00
				+/- Difference	$14,150.00
				Grand Total Budgeted	$150,558.00
				Grand Total Spent	$124,385.21
				+/- Difference	$26,172.79

Donna Independent School District

A.M. Ochoa Elementary

2021-2022 Campus Improvement Plan

Mission Statement

The administration and staff at Ochoa Elementary will establish an environment of learning shaped by our school's culture and will inspire personal growth and success by giving students the skills needed to endure our evolving society and the knowledge that the education they chose to receive has the power to transcend the limits the world has set.

Vision

The vision of Ochoa Elementary is for *ALL STUDENTS* to reach the highest level of academic success through a rigorous and supportive academic learning environment that provides the highest quality education aligned with state and national standards.

Value Statement

We believe that every student can perform at or above grade level and be prepared for the future.

- Providing a vertically aligned rigorous curriculum
- Providing well planned student-centered instruction focused on real world connections.
- Provide meaningful, and authentic assessments for student mastery.

We belive that every student must be educated in a safe, welcoming,effective learning enviroment:

- Enforcing the campus procedures and class expectations
- Providing safety measures to establish a safe learning climate of respect
- Ensure that every staff member,and classroom is supportive of all students needs

We believe that engaged parents impact student's academic and personal development:

- Schedule Parent involvment meetings at convient times
- Keep parents informed through a variety of information systemts(Facebook, Twitter...)
- Accmadate parents work schedules to create better oppurtunities for parental involvement.

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- Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. 20
- Goal 2: *A.M. Ochoa Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase. 44
- Goal 3: *A.M. Ochoa Elementary 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. 48
- Goal 4: *A.M. Ochoa Elementary 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. 50
- Goal 5: *A.M. Ochoa Elementary 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. 61
- Goal 6: *A.M. Ochoa Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process. 69

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Data

Question 3: How has the enrollment changed over the past three years?

Strengths: Stability in professional staff has remained consistent throughout the years. Students getting instruction in behavior unit are producing more class work.

Needs/Weakness: Family mobility rate. Resources for behavior unit need to be allocated for student success.

Summary:

Our total membership enrollment numbers for the past three years has fluctuated. They are as follows:

2016 = 471 2017 = 436 2018 = 510 2019 = 435 Currently (4/22/20) = 419

Our enrollment has varied due to fluctuating numbers in: District transfers (15) Out of district transfers (8) Open enrollment (4)

The mobility rate in our area is great, this is due to the amount of rental properties in our zoned area.

Families have been moving to other locations because they have found better housing opportunities. We did add a behavior unit to our campus. In doing so, our enrollment number did go up.

Question 6: What does the data regarding students who exit from special programs indicate? How many? Who are they? What trend or pattern do we see?

Strengths: 17 out of 27 teachers are Bilingual Certified.

Donna ISD offers Bilingual Certification trainings thru Region One and other agencies.

RTI, guided reading and instructional interventions demonstrate a supportive learning environment.

Needs/Weakness: We need to continue to close the language gap in our bilingual students. Staff needs to attend bilingual trainings offered by the district. There is a need to attend trainings and implementation of a range of collaborative learning and differentiated instructional models for teachers.

Summary: There were zero (0) LEP exits**.** In the area of SPED/504 exit, there were 3 total students. The three students were2 male students who qualified for sped services and 1 female student whose parents felt she did not need 504 accommodations anymore (parent denial). Our findings indicated zero (0) students exited from SPED. In the area of RTI there was one student (1) who qualified for sped services (male student) three (3) who met exit criteria. The trend is that a small percentage exits the above programs each year.

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

Strengths: Highly qualified teacher. Teachers are GT certified.

Needs/Weakness: Student mobility rate (rental homes, moving to other surrounding campuses such as: LeNoir, IDEA, districts).

Summary: The teachers employed at our school are all highly qualified teachers. Most of the teachers are bilingual certified as well. Teachers are GT certified, with the exception of one teacher at A.M. Ochoa Elem. We all are required to attend a yearly 6 hr. GT Training that our district provides.

One of our needs is maintaining student ratio on our campus. Our student mobility rate fluctuates. Our total membership enrollment numbers for the past three years have fluctuated: 2019= 435; 2018 = 510; 2017 = 436 and 2016 = 471. Our current enrollment is 419 as of (4/22/20).

As a committee, we had staff answer 2 questions to help address this issue last school year 2018-2019:

1. What ideas do you have to recruit/keep students at this campus?

2. How do we go about implementing your ideas based from question 1?

1. Ideas to recruit/keep students:

--Continue with incentives/rewards for students

--Celebrate their achievements

--Offer after school activities

- Clubs that students could be a part of

--Focus on building a positive school/community relationship

--More parental involvement

This was also something that was put into practice this year and we received positive feedback. In response, we decided to continue with this procedure since we saw improvements.

2. To implement these ideas we need to start at the beginning of the year by:

--Motivating the staff, parents, and students.

--To start the clubs we need to be able to have supplies/materials to have students engaged and participate in.

--Parent contact is crucial as well.

We plan on using social media to keep parents informed through:

Facebook, Twitter, Class Dojo.

(This year was different due to COVID-19; we had to look for online ways of communication with parents and students. The entire staff had to use different online apps to communicate. Apps such as Dojo, Edmodo, Google Voice, and Google Classroom were utilized.)

We implemented these goals this year and concluded that we will continue with the same goals for next year 2020-2021.

Question 12: What are the teacher/student ratios? How do these ratios compare to performance? (*Student learning)

Strengths: All teachers hold a Texas Teacher certification and have been GT trained. Teachers attend a yearly 6 hour GT updates. Teacher and Coaches attend CPI trainings.

Needs/Weakness: Teacher assistant schedules could be modified/flexible in order to assist upper grades with small groups during guided reading. There is a need for a greater cultural awareness and diversity training (Struggling,SPED,Discovery Unit students) to ensure a supportive learning environment for all staff.

Summary: The average ratio varies by grade level. They are as follows:

Pre-K has 39 students to 2 teachers (2 teacher assistants)

Kinder has 48 students to 3 teachers (3 teacher assistants)

1st grade has 68 students to 3 teachers (1 teacher assistant)

2nd grade has 58 students to 3 teachers

3rd grade has 67 students to 3 teachers

4th grade has 60 students to 4 teachers

5th grade has 82 students to 4 teachers

Life Skills has 12 students to 1 teacher (2 teacher assistants)

Discovery Unit has 6 students to 1 teacher (3 teacher assistants)

Special Education Inclusion has 19 students to 1 teacher (1 teacher assistant)

Music has 422 students to 1 teacher

P.E. has 422 students to 1 teacher (1 teacher assistant)

Each grade level has students who may be struggling with reading or may be reading below grade level. It would benefit the students if they were to work in small groups with the teacher and a teacher assistant during guided reading. If teacher assistants had a flexible schedule to help in the area, the students will be successful. Teachers and teacher assistance would benefit from cultural awareness and diversity training (SPED/Discovery Unity students) to be able to meet the needs of all students.

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

Strengths: All 27 teachers hold a Texas Teacher Certification. Teachers attend yearly 6-hour GT updates. 17 out of 27 are Bilingual Certified. 4 teachers hold a Master's degree.

Donna ISD offers teachers training for bilingual certification thru Region One and other agencies.

Needs/Weakness: District needs to continue providing educational support for teachers throughout the year. The district also needs to continue providing tutorials for teachers and

teacher assistants who are trying to obtain their bilingual certification.

Summary: At our school we currently have 27 teachers. All 27 teachers are certified, and 17 of them are Bilingual Certified. From the 27 teachers, 4 have a Master's degree. All the Para-Professionals are Texas Certified Teacher Aides. One teacher assistant holds a Texas Teacher Certification. One teacher assistant holds a TEFL (Teaching English as a Foreign Language) Certification.

Demographics Strengths

- Stability in professional staff has remained consistent throughout the years. Students getting instruction in behavior unit are producing more class work.
- 17 out of 27 teachers are Bilingual Certified. Donna ISD offers Bilingual Certification trainings thru Region One and other agencies. RTI, guided reading and instructional interventions demonstrate a supportive learning environment.
- Highly qualified teacher. Teachers are GT certified.
- All teachers hold a Texas Teacher certification and have been GT trained. Teachers attend a yearly 6 hour GT updates. Teachers and Coaches attend CPI trainings.
- All 27 teachers hold a Texas Teacher Certification. Teachers attend yearly 6-hour GT updates. 17 out of 27 are Bilingual Certified. 4 teachers hold a Master's degree. Donna ISD offers teachers training for bilingual certification thru Region One and other agencies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our enrollment has varied due to fluctuating numbers: **Root Cause:** The mobility rate in our area is great, this is due to the amount of rental properties in our zoned area. Families have been moving to other locations because they have found better housing opportunities. We did add a behavior unit to our campus. In doing so, our enrollment number did go up.

Student Learning

Student Learning Summary

Administrators and teachers evaluate student achievement data by analyzing and evaluating state testing data results reports using Aware. Teachers desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and areas of need.

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

- In K-2nd grade reading there were slight decreases in most of the categories except Kinder English reading which had significant increases in all categories and in all populations. There were slight increases in K Spanish and first reading for the Economic Disadvantage and LEP population.
- In PK-2nd grade math significant increases in PK and Kinder SPED for all categories, although there were no LEP in the PK English math and no SPED in either PK class. In K and 2nd there were slight increases for the meets and masters categories. In the approaches for K-2nd there was a slight decrease and a slight decrease in all of 1st grade categories except LEP population with the meets and masters and the SPED population for the masters.

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

Important Factors When comparing STAAR test, by TEST as a school.

1) 2019 School did not have a set Administrator.

2) 2019 3 students with BIA's, creating unstable classrooms, One in 2nd grade and 2 in 3rd grade.

3) 2019 2nd grade class 1 teacher has left after 1st semester and students are left with permanent sub for most of 2nd semester. This same class went without a permanent teacher for 6 weeks of Pre-Kinder when they went through that grade.

4) 2020 3 students with BIA's 1st Semester. Students in class with a student with BIA expressed fear of being in class.

5) 2020 Discovery unit started 2nd semester creating a distraction to instruction in surrounding classrooms.

6) 2020 total number of students has increased by 10.

As a school we struggle more with reading than math. Science seems to be doing well. Writing is holding its own even when students come in with minimal to no writing instruction. Special Education needs to change, no growth is noted.

Imagine Math

1) Average total math time (HH:MM) of 206 students enrolled

11:43 at school / 00:36 at home/ 12:19 average

2) Student performance

Below grade level 58%

On grade level 62%

Istation: Pre-K they all start even across the levels for the most part. Reading starts to climb by Kinder. There is a significant drop in 1st grade ,2nd grade starts to show gain, 3rd drops a little, 4th grade got 100% Tier 1, 5th grade got high results as well.

Istation Assessment completion to March 2020: Assessment completion to March (only 87% of students assessed) Passing Indicates Pre-k had 100%, Kinder 96%, 1st Grade 97%, 2nd grade 96% , there was a drop in 3rd Grade 71% (May have something to do with behavior problems 3rd Grade had this year, also one class lost a teacher ½ the year last year) 4th grade 74% (This class had the major behavior problems with 2 BIA's most of 1st Semester) 5th grade went up to 84%. Attendance in the higher-grade levels may also be an issue.

Rate of improvement in Istation: Data shows we are showing high progress in the two lowest levels in I station (Level one high progress 26 students, level 2 high progress 30 students) Moderate progress in level 3-5 for tier 1.(Level 3 moderate progress 23 students, Level 4 moderate progress 21 students, level 5 moderate progress 24 students) All areas show progress.

Questions # 9 & #10: **What does the data indicate when disaggregated at various levels of depth? 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.?**

When the data is disseminated at different levels of depth we can clearly see where the gains are being made and where help is needed.

3rd grade Reading

In 3rd grade Reading, there was a decrease in all areas from 2018 to 2019. In the approaches there was a decrease of -17%, decrease of -5% in the meets, and a decrease of -13% in the masters area.

- The student population that showed an increase of 100% in the 3 domains was the Gifted and Talented students.
- On the other hand the LEP, Migrant, and Special Education special pops showed a decrease.
- LEP population showed a decrease of -12 in approaches, -3 in the meets, and -10% in the masters.
- Migrant population showed a decrease o f-47 in approaches, -60 in the meets, and -60% in the masters.
- Sp Ed population remained the same in the approaches and meets, but showed a -50% in the masters.

From 2018 to 2019 there was a decrease of 19 students in the grade level.

The benchmark exam was taken in February 2020. It shows little to no progression, the number of students stayed about the same as last school year. It is evident that we need to continue to provide interventions to our special population groups. Please keep in mind that this was taken 2 ½ months before the actual STAAR. Due to the COVID-19 the 2020 STAAR was cancelled.

4th grade Reading

From 2018 to 2019 there were small decreases in all areas. In approaches there was a decrease of -6%, a decrease of -8% in meets, and a decrease of -9% in masters.

- Gifted and talented students decreased in the meets and masters from 2018 to 2019
- The number of LEP student's population increased from 2018 to 2019. There was an increase of +5 in the approaches, a decrease of -2% in the meets, and a decrease of -3% in the masters.
- The migrant population remained close from year to year, there was an increase of +50% in approaches, there was no change in the meets, and a decrease of -50% in the masters.
- The special population showed a decrease of -28% in approaches, a decrease of -11% in meets, and the masters remained the same at 33%.

The benchmark exam was taken in February 2020. The scores are about the same when compared to the 2019 STAAR. Please keep in mind that this was taken 2 ½ months before the actual STAAR. Comparing this data to the previous Benchmark data, the gains are evident. A 10-20% increase is expected from the Benchmark to the real STAAR, due to the COVID-19 the 2020 STAAR was cancelled.

5th grade Reading

5th grade reading is the grade level that outperformed the others. From 2018 to 2019 there were significant gains in the meets and masters groups. In 2019 STAAR there was a small decrease of -4% in approaches, a gain of +5% in the meets, and a significant gain of +10% in the masters.

- Gifted and Talented students remained the same in the approaches at 100%, There was an increase of +14% in meets, and an increase of +57% in the masters.
- The LEP students showed gains in the approaches and meets areas with +10% in the approaches and a +8% in the meets. There was a decrease of -2% in the masters.
- The migrant population remained the same in approaches at a 100% passing. It showed a -17% in the meets, but showed a +17% in the masters.
- In the special education population there was a decrease of -16% in the approaches group, an increase +14% in the meets and an increase of 11% in the masters.

The benchmark exam was taken in January 2020. The scores are about the same when compared to the 2019 STAAR. Please keep in mind that this was taken 3 months before the actual STAAR. Comparing this data to the previous Benchmark data, the gains are evident. A 10-20% increase is expected from the Benchmark to the real STAAR, due to the COVID-19 the 2020 STAAR was cancelled.

4th grade Writing

From 2018 to 2019 there were small decreases in the approaches and meets areas. In approaches there was a decrease of -11%, a decrease of -8% in meets, and the masters percentage stayed the same.

- The gifted and talented population remained the same in the approaches level at 100%. There was a decrease of -14% in the meets area and an increase of +53% in the masters.
- The LEP population showed increase in all areas; there was an increase of +6% in the approaches, an increase of +7% in the meets, and an increase of +5% in the masters.
- In the Migrant population there was a small decrease. The approaches area remained the same at 100% in the approaches, there was a decrease of -50% in the meets, and masters remained the same at 0% passing.
- The Sp Ed population showed a decrease of -23% in the approaches, meets remained the same at 0% passing, and a decrease of -11% in the masters.

The benchmark exam was taken in January 2020. The scores are about the same when compared to the 2019 STAAR. Please keep in mind that this was taken 3 months before the actual STAAR. Comparing this data to the previous Benchmark data, the gains are evident. A 10-20% increase is expected from the Benchmark to the real STAAR, due to the COVID-19 the 2020 STAAR was cancelled.

ELAR Summary

In summary, there was little to no progress from 2018 to 2019 STAAR, with the exception of 5th grade. The most notable decline was in 3rd grade Reading, the population that showed the most regression was the bilingual group. The GT population has been showing consisted increase throughout the years. In 4th and 5th grades the bilingual students have been showing a steady increase. Special Education population fluctuates between grades, but for the most part it's a decline in all 3 grades.

Overall we are seeing a small increases throughout the different populations. It is evident that we must continue providing sheltered instruction and accommodations to our bilingual students. We must continue with targeted interventions in order for students to continue to grow academically.

3rd Grade Math

2018 3rd grade Math STAAR vs. 2019 3rd grade Math STAAR

In 3rd grade math, there was an overall decrease from 2018 to 2019 STAAR scores. There is a 15% decrease in approaches. There is an 8% decrease in meets. There is an 8% decrease in masters.

- GT remained the same at 100% approaches and meets. GT decreased 10% in masters.
- LEP decreased 8% in approaches, increased 4% in meets and decreased 6% in masters.
- Migrant decreased 13% in approaches, decreased 80% in meets and 60% decrease in masters.
- SpEd decreased 38% in approaches, stayed the same at meets and decreased 50% in masters.

2019 3rd grade Math STAAR vs. 2020 3rd grade Math Benchmark

In 3rd grade math, there was a 11% increase in approaches, 5% increase in meets and a 3% decrease in masters.

- GT remained the same at approaches, decreased 25% in meets and 25% decrease in masters.
- LEP decreased 5% in approaches, 9% in meets and 100% in masters.
- Migrant decreased 42% in approaches, increased 25% in meets and remained the same in masters.
- SpEd decreased 100% in approaches, and remained the same in meets and masters.

4th Grade Math

2018 4th grade Math STAAR vs. 2019 4th grade Math STAAR

In 4th grade math, there was an overall decrease from 2018 to 2019 STAAR scores. There is a 29% decrease in approaches. There is a 23% decrease in meets. There is a 10% decrease in masters.

- GT remained the same in approaches, increased 12% in meets and remained the same in masters.
- LEP decreased 26% in approaches, decreased 16% in meets and decreased 9% in masters.
- Migrant remained the same in approaches, increased 50% in meets and 100% in masters.
- SpEd decreased 23% in approaches, stayed the same at meets and decreased 11% in masters.

2018 4th grade Math STAAR vs. 2020 4th grade Math Benchmark

In 4th grade math, there was a 2% decrease in approaches, remained the same in meets and a 5% decrease in masters.

- GT remained the same in approaches and meets and increased 50% in masters.
- LEP increased 1% in approaches, decreased 5% in meets and decreased 5% in masters.
- Migrant decreased 100% in approaches, meets and masters.
- SpEd remained the same in approaches and meets and decreased 100% in masters.

5th Grade Math

2018 5th grade Math STAAR vs. 2019 5th grade Math STAAR

In 5th grade math, there was a 4% decrease in approaches, 5% increase in meets and a 10% increase in masters.

- GT remained the same in approaches, increased 14% in meets and increased 57% in masters.
- LEP increased 10% in approaches, increased 8% in meets and decreased 2% in masters.
- Migrant remained 100% in approaches, decreased 17% in meets and increased 17% in masters.
- SpEd decreased 16% in approaches, increased 14% in meets and increased 10% in masters.

2019 5th grade Math STAAR vs. 2020 5th grade Math Benchmark

In 5th grade math, there was a 23% decrease in approaches, 7% decrease in meets and a 8% decrease in masters.

- GT remained the same in approaches, increased 14% in meets and increased 4% in masters.
- LEP decreased 42% in approaches, 16% in meets and 2% in masters.
- Migrant remained the same in approaches, increased 50% in meets and decreased 100% in masters.
- SpEd decreased 100% in approaches, meets and masters.

Math Summary

In summary, while there have been little spurts of progress from 2018 – 2020, there remains a steady decline especially in the special populations for 3rd – 5th grade Math. 3rd Grade GT and all 3rd – 5th grade Migrant students have had small increases that will decrease following years. SpEd students have had a steady decline throughout all 3 grade levels in the subject of math. Only 4th and 5th grade GT students have had a constant increase throughout all 3 years.

5th grade Science

In 5th grade Science, there was a increase in all areas from 2018 to 2019. In the approaches there was a increase of +3%, an increase of +21% in the meets, and an increase of +8% in the masters.

- The Gifted and Talented remained the same in the approaches at 100% passing; increase +17% in the meets, and an increase +45% in the masters.
- The LEP population showed a decrease of -5 in the approaches, an increase of +20% in the meets, and an increase of +2% in the masters.
- The Migrant population showed an increase in all domains, +33% in approaches, +67 in the meets, and a +17% in masters.
- The Special education populations showed an overall decrease; -3% decrease in the approaches, meets remained the same at 0%, and -9% decrease in the masters.
- From 2018 to 2019 the number of students remained about the same.

The benchmark exam was taken in February 2020. It shows regression as opposed to the previous year., the number of students increased. The student population that showed the most regression was the GT, LEP, and Sp.Ed population. Please keep in mind that this was taken 2 ½ months before the actual STAAR. Due to the COVID-19 the 2020 STAAR was cancelled.

Question #12: **How is the data used to inform curriculum, instruction, and assessment decisions?**

Teachers and administration use all data collected through Istation, Imagine Math, Science Stemscopes, district benchmarks, and STAAR to properly progress monitor students' performance. When disaggregated, all data can be used to identify patterns in student learning. By doing so, teachers and administrators are able to focus on areas of needed development at the individual level and allows the campus to plan accordingly to better serve each student.

Student Learning Strengths

- There were slight increases in Kinder Spanish and First grade reading for the Economic Disadvantage and LEP population.
- In PK-2nd grade math significant increases in PK and Kinder SPED for all categories, although there were no LEP in the PK English math and no SPED in either PK class. In K and 2nd there were slight increases for the meets and masters categories.
- Istation: Data shows we are showing high progress in the two lowest levels in I station, Moderate progress in level 3-5 for tier 1. Level 3 moderate progress, Level 4 moderate progress, level 5 moderate progress. All areas show progress.
- Imagine Math: Student performance Below grade level 58% and on grade level 62%
- ELAR: GT students are being successful. Teachers are up to date with the new TEKS. Bilingual students are showing increase in 4th and 5th (helps with accountability).
- Science: GT and migrant populations are doing very well, percent passing is consistent through years and masters level increased.
- Math: Only 4th and 5th grade GT students have had a constant increase throughout all 3 years.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a decrease in benchmark scores, reading levels and math scores ranging from PreK-4th grade **Root Cause:** Students need supports put in place for test prep and closing performance gaps when transitioning to a testing grade level; Students are lacking many fundamental skills, such as fluency, decoding, comprehension, and reading stamina; The TEKS are not being addressed to the extent needed for students to show success and teacher may have ineffective procedures in place.

Problem Statement 2: Tutors will be hired to increase levels of achievement on state assessment tests for 3rd, 4th, and 5th grades.

School Processes & Programs

School Processes & Programs Summary

Personnel-Policy and Procedures:

80. What is the process for recruiting and retaining high quality staff? (Explain the recruitment, hiring, placement, development, evaluation, and advancement of high quality staff, including highly qualified paraprofessionals.)

The school district allows employees or applicants the opportunity to apply for open professional positions, and posts notices of job vacancies in the district's website or through Region One Education Center. The school has a committee which consists of the principal, curriculum specialist, counselor, 2 teachers and/or librarian for the hiring of job vacancies that are needed. The principal and curriculum specialist assign a mentor to guide, share skills, knowledge, and expertise. The school district uses the T-TESS which is a new teacher evaluation system designed to support teachers in their professional development and help them grow and improve as educators.

Professional Practices:

81. What is planned for professional development? Describe how professional development is planned and the current impact it provides.

Professional development helps us improve our skills and, in turn, we boost student outcomes. The district provides planning days, professional development days, and after-school trainings. The district also has several instructional strategists for each core subject to provide teachers with support, guidance, and new developments to improve student experiences and student achievement. In some instances, there are Region-One presenters and other consultants to help us enhance or better our teaching to have the best student achievement.

82. How are decisions made in our district? Describe how PLCs or other leadership groups participate in decision-making.

Decisions in our district are made by a board of trustees that oversee the management of the district and ensure that the superintendent implements and monitors plans, procedures programs and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations. Continuous communication between administration, staff and parents, teachers can contribute to the improvement of student success through the DLPAC, CLPAC, grade level meeting, head teacher meeting, staff meetings, and email.

87. Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement?

The campus has always been focused on improving student academic achievement, but there is a sense of urgency and strong commitment due to the fact of our D-Rating. Ochoa Elementary has a team composed of lead teachers PK to 5th called the Campus Leadership Team. The team along with the principal, curriculum specialist, and counselor identifies areas of need and improvement and strengths and growth. Each person contributes and many ideas have been implemented at Ochoa. In the group the PLC agenda form was elected and the standard of meeting once a week about student performance and how better to familiarize ourselves with the content we are teaching are students has created a stronger team and focused teachers. The CLT also discusses what is in the best interest of the students (testing: I Station, TELPAS, STAAR, etc...). The campus also has consultant Ms. D. Contreras that is assisting with the school improvement plan. Tutors have also been assigned to help classroom teachers and teachers providing after-school tutoring and adjusting their schedules to have an intervention period to meet the demands of struggling students. Teachers must also attend any after school trainings offered by the district to support all student's academic achievement.

Programs and Opportunities for Students:

89. Is there evidence of how the curriculum and instruction increase student achievement? Discuss the well-rounded program of curriculum and instruction and how all students, especially those at risk, are given opportunities to meet challenging state academic standards.

The academic department is continuously working together with teachers and administrators to meet the needs of all students. The district offers the Dual Language Model - Simultaneous Biliteracy program. It is offered at PreK-2nd the program provides instruction for all subjects in English and Spanish and structured where both languages alternate every other day. Literacy is tracked for both languages monthly. Students who participate in the dual language model for 5 consecutive years will receive one high school Language Other Than English (LOTE) credit.

90. How do our special programs meet the needs of students? Explain anything significant with enrollment and participation in special education, bilingual/ESL and gifted/talented and dyslexia treatment.

A.M. Ochoa Elementary is an inner-city school with a population compromised of 99.36% Hispanic and 0.64% White. The gender population is made up of 48.72% female and 51.28% male students. Sub-populations include: 7% Migrant, 75% At Risk, 15% Special Education, 43% Limited English Proficiency, 5% Gifted and Talented, 98% Economically Disadvantaged and 2% Homeless. The school has been part of the Biliteracy Program for the past 3 years, Identified Gifted/Talented students participate in various extra-curricular activities such as: UIL, Spelling Bee, Battle of the Books, and Summer Reading Project but due to pandemic these were not performed. Teachers also need to have the 6-Hour GT update on a yearly basis. Mrs. Garza inclusion teacher is dyslexia certified and services students using the program RAVE-O. Dyslexia screener was done on lower grades by teachers and students at risk have been identified.

94. What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

School is now able to provide one device per student. In addition, this the school has two Ipad carts--25 each (issued to Pre-K classroom instruction), 5 iPads for the Pre-k classroom and 6 Samsung Tablets for GT students. Students have access to programs such as:

Accelerated Reader, MyOn, MackinVia, BrainPop, RazKids, Imagine Math, and Spanish Istation, Imgaine Literacy. Teachers can assign individualized activities in I-Station according to their reading level and in AR teachers are also able to adjust students' levels to meet their needs. The school did have difficulties meeting the 85% average on AR throughout the school year and 80% participation student testing. The school was also piloting Imagine Learning (reading) in the following grades 2nd, 4th, and 5th. Pre-k uses the Ipads for I-Station, Imagine math and different alphabet/number apps that have already been installed.

Procedures:

97. Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.

The district invested almost $6 million this year to fund technology devices for students, teachers, and other employees. The district provided iPads and Chromebooks for all students from kindergarten to 12th grade. Students in second grade and below received iPads while third graders and received Chromebooks. All teachers were given a laptop and a monitor as well. The decision to invest in the technology was made after the coronavirus pandemic forced the district's curriculum online. All adoptions provide a wide variety of activities that the teacher can assign, so that students can complete and turn in digitally. Donna ISD spent ($6 million) on wifi and 12 towers. Hotspots available in library as needed.

101. What is our classroom management plan? Discuss significant findings in classroom management and explain procedures used to reduce overuse of discipline practices that remove students from the classroom.

The district has a Disciplinary Management Plan available for schools to follow, here at A.M. Ochoa each teacher creates a Classroom Management Plan in the beginning of the school year. In lower grades, there are not that many infractions committed but we do see more infractions in the upper grades. Teachers contact parents and a referral is made if needed, the principal then decides what action is needed depending on infraction. We perceive a need for additional consequences or other forms of discipline for repeated offenders. An incentive system must be developed to help reinforce positive behavior to alleviate constant discipline issues.

School Processes & Programs Strengths

These are the School Processes & Programs Strengths:

- Provides opportunities for job vacancies
- Versatile hiring committee
- Provide Mentor
- T-TESS for growth and improvement
- Pay raise given last year to teachers ($2000)
- After school-trainings
- Instructional Strategies for all subjects
- Consultants
- Virtual professional development
- Self-paced Google certification during summer
- On demand-PD Modules
- Blended learning professional development webpage
- Board of trustees oversee the management and implementation
- Communication through different groups
- PLC meetings weekly (grade-level)
- Campus Leadership Team
- Consultant Ms. D. Contreras
- Tutors
- Intervention periods
- After-school trainings
- Social worker/counselor (Sasha Ramirez) worked for 6 months

- Simultaneous Biliteracy Program
- Share point has all resources
- Biliteracy Program for past 3 years
- Virtual book club
- 6-Hour GT update for all teachers
- Inclusion teacher dyslexia certified
- Dyslexia testing on lower grades
- Programs availability
- Individualized activities I-Station and AR
- New implementation of Imagine Learning
- One to one device
- Google classroom.
- Istation in Spanish
- Ipads for K-2
- Chrome Books 3-12
- Teacher laptops and monitors

- Adoption access to assign individualized digital assignments to students
- WiFi Towers
- HotSpots as needed
- Teacher creates classroom management plan in the beginning of school
- Less behavior problems due to lower amount of students in school

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A.M. Ochoa Elementary or district were not fully prepared for pandemic and many students were not successful in completing assignments due to not having good internet connection. **Root Cause:** A.M. Ochoa or district did not have internet towers completed early in the school year. Connection was a frequent problem for those student learning at school and at students' homes.

Perceptions

Perceptions Summary

The results from surveys provided to our school community produced positive results in several key areas. According to the surveys, parents feel safe sending their sons/daughters to our school because they see we have safety procedures in place. They also believe our campus is welcoming and it has a set culture geared towards student success. Parents are able to see learning taking place and that it's engaging and fun. Another factor yielded by the survey is that children enjoy coming to school and feel respected. The results from the survey paint a picture of our interaction with the community and how important this is. We must continue working aggressively to make sure those percentages stay up and that significant improvements are made in other areas as well.

Perceptions Strengths

-
    -
        - We have Safety Procedures in Place
        - Our campus is welcoming according to survey results
        - We have a set culture on our campus geared towards student's success
        - Parents are able to see Learning taking place and that is fun and visible
        - Children enjoy coming to school and feel respected at school
        - Teacher retention is exceptional. Almost 100 % of our teachers come back every year unless they have special circumstances. Other reasons include: competitive pay, administration support, district, curriculum resources, planning days, among others.
        - We have a Mentor program for new teachers. We assigned a teacher to that new teacher but it doesn't stop there. Our staff overall is very supportive and provides helps to incoming teachers.
        - We have different ways in which teachers are involved in decision making (District and Campus surveys, PLCs, tracking meetings, CNA meetings, Head teacher meetings)
        - Several opportunities for parents to come to school: Annual parent meetings, parent's night, open house, Literacy nights, Awards Parade, etc)
        - Bullying awareness (counselor's lessons, teacher's, different speakers, etc) / Students struggling with behavior (individual conferencing, *restorative discipline*)
        - We are in constant contact with the community with the use of letters, flyers, our Facebook page
        - Most if not all documents are translated into Spanish
        - Decrease in the number of referrals (aggressive behavior) which has a direct impact on instruction

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parental participation and attendance are factors which have a direct impact on student's performance **Root Cause:** The lack of support to our school activities and the low attendance are issues that hinder student's learning. This is the case of a considerable percentage of our student population. We must find ways to eradicate these type of behaviors in order to improve.

Priority Problem Statements

Goals

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 1: A. M. Ochoa Elementary will focus on instructional improvement resulting in all students meeting goals for all accountability measures.
Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies.
Applies to District, State (STAAR, EOC, TELPAS, IStation, PBMAS) and Federal/NCLB (AYP). Teachers will be provided with incentives for STAAR testing.

Evaluation Data Sources: Teachers will be provided with incentives through out the school year.

Summative Evaluation: Some progress made toward meeting Objective

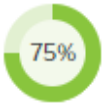
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. Pre-Las and LAS Links testing. **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding STAAR standards per core content area. **Staff Responsible for Monitoring:** Campus Principal and Curriculum Specialists. **Funding Sources:** - Title I (211) - 31.6339 - $1,000	15%	45%	65%	

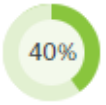
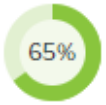
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, Math, Science, and Social Studies **Strategy's Expected Result/Impact:** Increased student performance as measured by District and State assessments. Daily Walkthroughs with feedback if necessary. **Staff Responsible for Monitoring:** Campus Principal and Curriculum Specialists. District Strategists	15%	45%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. Obtain and provide programs; books;games for consequences; mixed emotion; social skills; classroom behavior. A variety of games for students on how to cope with behavior in the classroom and to help them with mental health. **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, TELPAS, IStation, & PBMAS. Classroom instruction **Staff Responsible for Monitoring:** Campus administration **Funding Sources:** - Title III (263) - 11.6399 - $216, - Title I (211) - $3,772	25%	60%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: System Safeguard Strategy 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. **Strategy's Expected Result/Impact:** Professional Development District Plan, 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. 2017 Multidisciplinary Conference on Child Abuse Tip of Texas Counseling Institute **Staff Responsible for Monitoring:** Campus Administration Head Teachers Counselor	25%	50%	70%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: 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:** Campus Administration Teachers	30%	45%	65%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: System Safeguard Strategy Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, tutorials, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. **Staff Responsible for Monitoring:** Campus Administration Teachers Support Staff				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Software, Accelerated Reading, Student Portfolios, Kagan Strategies, Sing Spell Read & Write, Sheltered Instruction, 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 Head Teacher Classroom Teacher Head Teacher Kinder through 5th Grade **Funding Sources:** - Title III (263) - 11.6329 - $500				

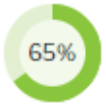
Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: A. M. Ochoa Elementary will use the standards based grading system provided by the district. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. Teachers will be provided with interactive boards, computers and laptops; document cameras, tablets for use in the classrooms, and/or Library. **Strategy's Expected Result/Impact:** Electronic Gradebook **Staff Responsible for Monitoring:** Campus Administration Teachers **Funding Sources:** - Title I (211) - 11.6395 - $7,000				

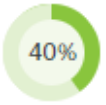
Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. **Strategy's Expected Result/Impact:** IStation Think Through Math Reading Levels STAAR academic outcomes **Staff Responsible for Monitoring:** Campus Principal Classroom Teachers Media Specialist	40%	55%	65%	→

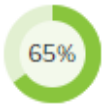
Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance, completion, and dropout prevention efforts. **Strategy's Expected Result/Impact:** Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports. **Staff Responsible for Monitoring:** Campus Principal Attendance Helper Counselor Teachers **Funding Sources:** - Student Activity 865 - 00.2190 - $1,000	60%	75%	85%	→

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Ensure the district's 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 enrollment numbers in programs. **Staff Responsible for Monitoring:** Campus Administration Teachers	40%	50%	60%	→

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Determine advanced academic courses to be offered at every school and expand opportunities for dual credit and advanced placement. **Strategy's Expected Result/Impact:** Increased enrollment numbers in courses. **Staff Responsible for Monitoring:** Campus Administration Teachers	55%	60%	80%	→

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Create more opportunities for students to participate in enrichment programs such as technology, extracurricular, student clubs. **Strategy's Expected Result/Impact:** Increased enrollment numbers in programs. **Staff Responsible for Monitoring:** Campus Administration Teachers **Funding Sources:** - Student Activity 865 - 00.2190 - $2,459.50				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments and district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. **Strategy's Expected Result/Impact:** Assessment Reports STAAR Imagine Math Istation Benchmarks/Bundles **Staff Responsible for Monitoring:** Campus Administration Teachers				

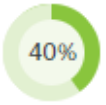
Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: System Safeguards to meet federal accountability requirements will be implemented, monitored, and reviewed for each subject area and or student group where requirements were not met. **Strategy's Expected Result/Impact:** Increased performance in area addressed. **Staff Responsible for Monitoring:** Campus Principal Teachers				

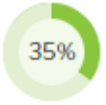
Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Students will be recognized for academic performance, daily attendance and appropriate behavior. To promote improvement in academic achievement at the end of the year. **Strategy's Expected Result/Impact:** 6 weeks assessments 6 weeks academic celebrations 6 weeks behavior celebrations 6 weeks attendance reports **Staff Responsible for Monitoring:** Campus Administration Counselors PEIMS/Attendance Clerk **Funding Sources:** - Local (199) - 11.6498 - $2,000, - Local (199) - 11.6499 - $200, - Student Activity 865 - 00.2190 - $1,805.50	50%	60%	75%	

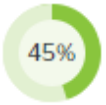
Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Recognize students for their improvement and reading achievements. **Strategy's Expected Result/Impact:** 6 weeks report of number of words read 6 weeks AR report Istation Reports **Staff Responsible for Monitoring:** Campus Administration Media Specialist Media Specialist Clerk Teachers **Funding Sources:** - Local (199) - 12.6498 - $800, - Local (199) - 12.6499 - $500	60%	65%	70%	

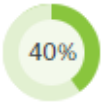
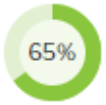
Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: The counseling department will provide guidance classes. **Strategy's Expected Result/Impact:** Student over all well being will improve. **Staff Responsible for Monitoring:** Campus Administration Counselor Counselor's Clerk	45%	55%	65%	100%

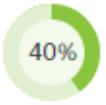
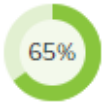
Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Teachers will be provided with incentives through out the school year for educational purposes. Testing grade level students will be provided with STAAR shirts. **Strategy's Expected Result/Impact:** Every six weeks and STAAR testing **Staff Responsible for Monitoring:** Administration **Funding Sources:** t shirts - Student Activity 865 - $1,000				

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Tutors will be hired to give additional support to students who are not performing on grade level. High impact tutorials will be provided to address the learning loss in the area of Reading and Math for the 3rd, .4th and 5th grade students that did not reach the Approaches level or higher on the 3rd ,4th, and 5th grade Reading and Math STAAR in 2020-2021. Students will received small group instruction that supplements the students' classroom experiences. The high impact tutorials will respond to the individual needs of the students to promote substantial learning gains. The components of the high impact tutorials will include: substantial time each week of tutoring, sustained and strong relationships between the students and tutor, close monitoring of student knowledge and skills, alignment with school curriculum, and oversight of tutors to ensure quality interactions. **Strategy's Expected Result/Impact:** Report cards, informal and formal assessments. **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - School Improvement Grant (211.SI) - 11.6125 - $33,000, - Title I (211) - 11.6125 - $8,705, - ESSER III (282) - $39,663				

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21: Provide opportunities for students to attend author, illustrators and motivational speakers' assemblies and book fairs for the promotion of reading and books. **Strategy's Expected Result/Impact:** Student reading levels will improve. **Staff Responsible for Monitoring:** Campus Principal Librarian Library Clerk **Funding Sources:** - Local (199) - 12.6299 - $500, - Library Account (898) - $1,240				

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 22: Materials and items needed to expand the library collection, and also to maintain library. **Strategy's Expected Result/Impact:** Students will be exposed to a variety of genres. **Staff Responsible for Monitoring:** Librarian Librarian Clerk **Funding Sources:** - Title I (211) - 12.6329 - $1,000, - Local (199) - 12.6399 - $800, - Local (199) - 12.6325 - $450, - Local (199) - 12.6329 - $1,000, - Local (199) - 12.6494 - $100				

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 23: Provide opportunities for staff to attend staff development, webinars trainings offered by Region One Services, state and national conferences, Heinemann,etc for professional development and implementation of best practices. **Strategy's Expected Result/Impact:** Innovative and up-to-date to implement teaching and management strategies. **Staff Responsible for Monitoring:** Campus Administration				

Strategy 24 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 24: 24) Teachers will be utilized for after school tutorials for 3rd thru 5th to help students that are not performing on grade level. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** - School Improvement Grant (211.SI) - $22,142				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: Bilingual/ESL: A. M. Ochoa Elementary will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will use sheltered instruction strategies for all ELLs to ensure positive academic performance using classroom set of authentic literature. **Strategy's Expected Result/Impact:** Weekly lesson plans Weekly walk-throughs **Staff Responsible for Monitoring:** Campus Administration Bilingual Department	35%	45%	60%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will be serviced by bilingual tutors in their L1, and provide after school tutorial **Strategy's Expected Result/Impact:** Success on state assessments 6 weeks report cards 3 weeks progress reports **Staff Responsible for Monitoring:** Campus Administration Bilingual Tutor	50%	60%	70%	✕

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Teachers will be provided with staff development which will allow for best practices in the classroom for language development.	40%	45%	55%	→

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

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 3: Bilingual/ESL: Facilitate K-2 Reading Level Monitoring. Increase educators' awareness of language, literacy, and content interdependence.

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

Summative Evaluation: Met Objective

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 4: Library Services: The Library Services Department will facilitate the purchase of and monitor usage of key literacy programs utilized in the district, including Accelerated Reader and myON for grades Pre-K-8th.

Evaluation Data Sources: MyOn purchase, AR purchase, reports

Summative Evaluation: Significant progress made toward meeting Objective

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 5: Special Education: A. M. Ochoa Elementary will improve its overall rating component in the T.E.A.'s Determination Report from a 3 to a 2 with a focus on student discipline and academic performance.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. Provide math programs for students in the classroom. **Strategy's Expected Result/Impact:** Increase in reading performance **Staff Responsible for Monitoring:** Campus Administration Special Education Teacher Inclusion Teacher	45%	50%	65%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Recognize student academic performance. **Strategy's Expected Result/Impact:** Raise student academic performance 6 Weeks Academic Celebrations 6 weeks Awards Assemblies **Staff Responsible for Monitoring:** Campus Administration Teachers	0%	45%	60%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide Special Education Teacher and Inclusion Teacher with materials and supplies for students with special needs. Provide monitoring equipment for Discovery Classroom. **Strategy's Expected Result/Impact:** Teacher Supply Request Form Requisitions Purchase Orders **Staff Responsible for Monitoring:** Life Skills Teacher, Inclusion Teacher and Campus Administrators **Funding Sources:** - Local (199) - 52.6395 - $1,894	45%	55%	60%	→

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

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 6: Migrant: A. M. Ochoa Elementary will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Offer supplemental instruction to Elementary School migrant students by offering: Extended day tutoring in core content areas; extended day STAAR tutorials; supplemental instructional support by a teacher for migrant first grade students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness **Strategy's Expected Result/Impact:** Progress Reports; Benchmark and Campus Assessments; Proposals for Tutorials **Staff Responsible for Monitoring:** Campus Administration Teachers	25%	45%	55%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide support services to migrant students in all grade levels participating during class instruction or in the before, during and after school tutorial program to include transportation, nutritionally approved snacks and instructional supplies. **Strategy's Expected Result/Impact:** Title I C funds, buses **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - Migrant (212) - 6399 - $340	25%	45%	50%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Recognize migrant students for academic achievement, attendance and behavior. **Strategy's Expected Result/Impact:** 6 weeks assessments 6 weeks behavior celebrations 6 weeks attendance reports **Staff Responsible for Monitoring:** Campus Administration	35%	45%	50%	→

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

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 7: Physical Education: A. M. Ochoa Elementary will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Collect fitness data for all students at all campuses enrolled in PE/Health using FITNESSGRAM. **Strategy's Expected Result/Impact:** Fitnessgram pre- and post- tests in 6th grade Fitnessgram data (annual) in grades 3-12 **Staff Responsible for Monitoring:** Campus Administration P.E. Coach	30%	45%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health at all elementary campuses **Strategy's Expected Result/Impact:** Lesson plans Online Curriculum Fitnessgram pre- and post- tests in 6th grade Fitnessgram data (annual) in grades 3-12 **Staff Responsible for Monitoring:** Campus Administration P. E. Coach	35%	45%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. **Strategy's Expected Result/Impact:** Campus grade level daily membership count **Staff Responsible for Monitoring:** Campus Principals Human Resources	30%	45%	65%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Maintain up-to-date PE/Health timelines in online Curriculum Collaborative aligning state standards and district-adopted curricula. **Strategy's Expected Result/Impact:** Weekly Lesson Plans				

Staff Responsible for Monitoring: P. E. Coach	40%	50%	65%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 8: Drop Out Prevention: A. M. Ochoa Elementary will increase the attendance rate from 95.1 to 95.6 for all students.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Conduct 6 wk. attendance audits Study trends to target populations and maintain accurate records. Parental recognition/certificates. **Strategy's Expected Result/Impact:** Improved ADA Six wks attendance rates Annual ADA rate. Post in Ochoa web page and Town Crier. **Staff Responsible for Monitoring:** Campus administration Intake/attendance dept. Truancy Officers McKinney-Vento Dept.	40%	50%	55%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Follow district written protocol to address truancy and attendance trends. **Strategy's Expected Result/Impact:** Send out weekly warning letters, weekly court filings, meetings with truant students **Staff Responsible for Monitoring:** Campus Administration PEIMS Clerk	40%	45%	55%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Formation of campus based attendance committee. Committee assess needs, plans, and views reports. **Strategy's Expected Result/Impact:** daily attendance reports, six weeks district report Committee meets regularly to plan and monitor attendance results and make adjustments as needed. **Staff Responsible for Monitoring:** Campus Administration Attendance Clerk/PEIMS Attendance committee/Teachers	40%	55%	65%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Ensure campuses inform parents on attendance rules, promotion and truancy. Attendance posters visible in key areas of school. **Strategy's Expected Result/Impact:** Student Code of Conduct Parent Phone Calls Parental Meetings Sign In Sheets Home Visits periodic news letter **Staff Responsible for Monitoring:** Campus Administration Teachers PIEMS clerk and attendance helper (attendance rules)	40%	45%	55%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Examine attendance records and follow up on student absences and truancy **Strategy's Expected Result/Impact:** Truancy Court Records Campus Referrals Parent phone calls **Staff Responsible for Monitoring:** Campus Administration PEIMS Clerk	30%	45%	55%	100%

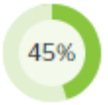
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Campus Incentive Program: Traveling attendance trophy per grade level. Treats Dances Movie **Strategy's Expected Result/Impact:** Improve attendance Student ownership of attendance **Staff Responsible for Monitoring:** Campus Administration PEIMS Clerk Teachers Attendance Committee	20%	45%	60%	→

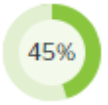
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

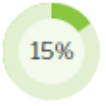
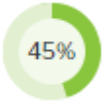
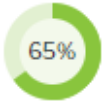
Goal 1: *A.M. Ochoa Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

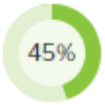
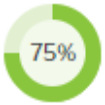
Performance Objective 9: A. M. Ochoa Elementary will ensure that 97% of all Gifted/Talented students will meet the state standards on all areas of STAAR.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Elementary students will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, and NASA projects of study during Academic Elective periods. **Strategy's Expected Result/Impact:** Classroom Observation Lesson Plans **Staff Responsible for Monitoring:** Campus Administration Teachers Information Media Specialist				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will be provided opportunities to participate in high level extracurricular activities such as spelling bee and UIL **Strategy's Expected Result/Impact:** Generated and paid requisitions **Staff Responsible for Monitoring:** Campus Administration UIL Coaches Spelling Bee Coaches				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: GT Elementary will participate in summer reading program. Teachers will differentiate instruction and enhance academic opportunities for students using standard performance projects. **Strategy's Expected Result/Impact:** List of books assigned Student summer report and student projects. **Staff Responsible for Monitoring:** Information Media Specialist, Classroom Teachers, and Administration				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: G/T identified students are provided the opportunity to accelerate instruction by taking credit by exam/exam for acceleration **Strategy's Expected Result/Impact:** Student needs, grades, teacher nomination or campus admin nomination **Staff Responsible for Monitoring:** Campus Administration Teacher				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

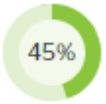
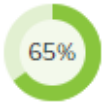
Performance Objective 10: Nutrition/Food Services: A.M. Ochoa will provide nutritional meals to 100% of all PK-5th grade students to support academic success.

Summative Evaluation: Met Objective

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 11: Nursing/Health Services: A.M. Ochoa will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 95% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The district will partner with the University of Texas Rio Grande Border Health Office to be a part of Creating Healthy Eating Choices for Kids (CHECK) Plus Grant at the elementary level. 4th grade students will be involved in promoting initiatives which will focus on a nutritional balance diet for school-age children and their parents. With the (CHECK), each campus will need to purchase seeds, seedlings, dirt, landscape items, and other gardening supplies needed. To culminate the project the district will hold an end of project community garden celebration to include a fruit and vegetable feast with the students and parents. **Strategy's Expected Result/Impact:** Campuses will take pictures of the gardens as the progress. A log of student participation will be kept. Campuses will maintain a sign in sheet of students participating. At the end of the year, students will be expected to inherit healthy eating habits over their life time. **Staff Responsible for Monitoring:** Principal and Facilitator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 12: Risk Management: A.M. Ochoa will ensure that there is an effective Emergency Operations Plan in place by first six weeks.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 13: Insurance: The District will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

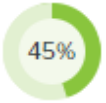
Performance Objective 14: Police Department: A.M. Ochoa will decrease the number of cases that fall under the mandatory DAEP each year by increasing the visibility and proximity to students.

Summative Evaluation: Met Objective

Goal 1: *A.M. Ochoa Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 15: A.M. Ochoa will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Reading/ELA, Writing, Mathematics, Science, and Social Studies. (STAAR, TELPAS, PBMAS and others).

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Counseling Department: The District will provide and allowance for Red Ribbon Awareness. Counselor will use allocated money to provide students with Red Ribbon Awareness Incentives. **Strategy's Expected Result/Impact:** Increase attendance and good behavior. Create awareness and make healthy choices. **Staff Responsible for Monitoring:** Campus Administrators Counselor				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: *A.M. Ochoa Elementary 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. 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 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from 26% to 33%. The percentage of students in grades 6-8 who achieve meets and/or masters performance level on the STAAR increase from 29% to 36%.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

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: *A.M. Ochoa Elementary 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. 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

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: *A.M. Ochoa Elementary 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. 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.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: *A.M. Ochoa Elementary 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. 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

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: *A.M. Ochoa Elementary 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 students being prepared for graduation and college will increase each year.

Evaluation Data Sources: Career Week & Counselor Sessions

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: *A.M. Ochoa Elementary 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: Advanced Academics: The percentage of students taking GT Identification Assessments will increase from _____ to _____.

Evaluation Data Sources: CogAt

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: *A.M. Ochoa Elementary 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: Expenditures: A.M. Ochoa Elementary will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teacher/Office supplies, Provide funds to purchase office supplies as well as , technology supplies, equipment of furniture for the testing grades. Provide refreshments and materials for all trainings and meetings. Replace out dated technology equipment, two way radios, bio clock, etc., and provide and utilize the use of projectors; color printers; and scanners for instruction. Staff developments and work stations will be provided teachers and staff **Strategy's Expected Result/Impact:** Teacher supply request form Requisitions Purchase Orders **Staff Responsible for Monitoring:** Staff Administration Head Secretary **Funding Sources:** - Local (199) - 11.6399 - $1,686, - Local (199) - 23.6399 - $2,500, - Title I (211) - 11.6399 - $5,939, - Title III (263) - $600, - School Improvement Grant (211.SI) - 11.6399 - $13,355, - State Comp. (164) - 11.6399 - $1,084	15%	30%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Student and Employee Travel Expenses including transportation, fees, and meals. **Strategy's Expected Result/Impact:** Travel Paperwork Quotes **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - Local (199) - 23.6411 - $100, - Student Activity 865 - $1,219, - Local (199) - 12.6412 - $150, - Local (199) - 12.6494 - $200, - Title IV 289 - 11.6494,11.6412 - $980	15%	30%	45%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Contracted Services **Strategy's Expected Result/Impact:** Sign In Sheets Staff development handouts **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - School Improvement Grant (211.SI) - 13.6291 - $10,000	15%	40%	60%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Operating Leases **Staff Responsible for Monitoring:** Campus Principal **Funding Sources:** - Local (199) - 12.6269 - $115, - Local (199) - 11.6269 - $11,525, - Local (199) - 23.6269 - $1,100	15%	30%	50%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Fixed Assets **Staff Responsible for Monitoring:** Campus Principal	10%	30%	45%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Reading Materials - Such as teacher reference books for various content areas.Reading materials will be provided for Staff Development. **Strategy's Expected Result/Impact:** Purchase Orders - Follet Solutions purchase Orders-Barnes and Noble **Staff Responsible for Monitoring:** Campus Administration Media Center Specialist Counselor Lead Teachers	25%	40%	55%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Staff members will be provided the opportunity to attend Region One/Staff Development/Texas Assessment Conference, DMR Consultation training, to improve their specific area. Administration will have opportunity to attend TEPSA Conference. Consultant will be utilized for Effective School Foundation Plan. Testing Grading Teachers will be provided the opportunity to attend a Saturday Data and Intervention Planning Training. **Strategy's Expected Result/Impact:** Training Certificate **Staff Responsible for Monitoring:** Campus Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 12.6411 - $40, - Teacher/Principal (255) - 13.6411 - $2,405, - Teacher/Principal (255) - 23.6411 - $2,405, - Local (199) - 13.6239 - $250, - Title IV 289 - $600, - Teacher/Principal (255) - 13.6239 - $500, - School Improvement Grant (211.SI) - $17,917, - Teacher/Principal (255) - .23.6239 - $500	55%	65%	70%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Miscellaneous Operating Expense **Staff Responsible for Monitoring:** Campus Principal	30%	50%	65%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Replace damaged or missing textbooks. **Staff Responsible for Monitoring:** Campus Administration	15%	45%	60%	

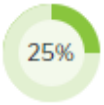
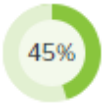
Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Consulting Services **Strategy's Expected Result/Impact:** Implementation of learned strategies in classroom instruction. Lesson Plans **Staff Responsible for Monitoring:** Campus Administration	25%	45%	60%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Informational Media Center Fees and Dues **Staff Responsible for Monitoring:** Campus Principal Media Specialist	25%	40%	60%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Maintenance and Operations **Strategy's Expected Result/Impact:** Well maintained campus **Staff Responsible for Monitoring:** Campus Principal	30%	35%	55%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: A. M. Ochoa will provide uniform/clothing assistance for students in need. **Strategy's Expected Result/Impact:** Clothing Applications Purchase Orders **Staff Responsible for Monitoring:** Campus Administration Counselors Nurse **Funding Sources:** - Title I (211) - 32.6499 - $1,000	40%	50%	60%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: 14) Administration will provide awards and incentives for staff appreciation and recognition through out the year. **Strategy's Expected Result/Impact:** fullfilling of purchase orders staff retention **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Faculty Account 897 - .00.2190 - $229, - Coke Activity Account 899 - $184	25%	35%	55%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Utilize consultant to improve teacher effectiveness for Instruction and Student Achievement in the areas 504, Eco Dis, and SpEd students. **Strategy's Expected Result/Impact:** Improvement of teacher effectiveness. **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: *A.M. Ochoa Elementary 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: A. M. Ochoa Elementary will maintain a 100% highly qualified status for the staffing requirements of the No Child Left Behind Act (NCLB).

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: *A.M. Ochoa Elementary 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: A. M. Ochoa Elementary will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

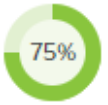
Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: *A.M. Ochoa Elementary 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 4: The A. M. Ochoa Elementary Custodial personnel will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning at least 2 time per day.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide supplies and materials to ensure that facilities are well maintained (wax, paint etc.) **Strategy's Expected Result/Impact:** Well maintained campus and inviting campus. **Staff Responsible for Monitoring:** Alfonso Sayavedra **Funding Sources:** 6319 - Local (199) - 51 - $820				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Due to Covid purchase more PPE supplies for Campus. **Funding Sources:** 6399 - $4,980				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: *A.M. Ochoa Elementary 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 5: A.M. Ochoa Elementary will improve technology inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 4: *A.M. Ochoa Elementary 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 6: A. M. Ochoa Elementary will ensure that campus order requests will be completely processed and delivered on a weekly basis.

Summative Evaluation: Some progress made toward meeting Objective

Goal 4: *A.M. Ochoa Elementary 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 7: A.M. Ochoa Elementary will improve technology inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: *A.M. Ochoa Elementary 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: Nutrition/Food Services: A.M. Ochoa will provide nutritional meals to 100% of all PK-5th grade students to support academic success.

Summative Evaluation: Met Objective

Goal 5: *A.M. Ochoa Elementary 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: Nursing/Health Services: A.M. Ochoa will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 95% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The district will partner with the University of Texas Rio Grande Border Health Office to be a part of Creating Healthy Eating Choices for Kids (CHECK) Plus Grant at the elementary level. 4th grade students will be involved in promoting initiatives which will focus on a nutritional balance diet for school-age children and their parents. With the (CHECK), each campus will need to purchase seeds, seedlings, dirt, landscape items, and other gardening supplies needed. To culminate the project the district will hold an end of project community garden celebration to include a fruit and vegetable feast with the students and parents. **Strategy's Expected Result/Impact:** Campuses will take pictures of the gardens as the progress. A log of student participation will be kept. Campuses will maintain a sign in sheet of students participating. At the end of the year, students will be expected to inherit healthy eating habits over their life time. **Staff Responsible for Monitoring:** Principal and Facilitator **Funding Sources:** 33.6219 - Title I (211) - $75	30%	45%	60%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: *A.M. Ochoa Elementary 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: Risk Management: A.M. Ochoa will ensure that they have an effective Emergency Operations Plan in place by first six weeks.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: *A.M. Ochoa Elementary 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: Insurance: The District and A.M. Ochoa will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Summative Evaluation: Met Objective

Goal 5: *A.M. Ochoa Elementary 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: Police Department: A.M. Ochoa will decrease the number of cases that fall under the mandatory DAEP each year by increasing the visibility and proximity to students.

Summative Evaluation: Met Objective

Goal 5: *A.M. Ochoa Elementary 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: A.M. Ochoa will focus on instructional improvement resulting in all students meeting goals for all accountability measures: Reading/ELA, Writing, Mathematics, Science, and Social Studies. (STAAR, TELPAS, PBMAS & other)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Counseling Department: The District will provide and allowance for Red Ribbon Awareness. Counselor will use allocated money to provide students with Red Ribbon Awareness Incentives. Campus will allocate money for Career Day incentives. Counselor will attend training to meet student needs. **Strategy's Expected Result/Impact:** Increase attendance and good behavior. Create awareness and make healthy choices. **Staff Responsible for Monitoring:** Campus Administrators Counselor **Funding Sources:** - Title IV 289 - 31.6299 - $1,000, - Title IV 289 - 31.6399 - $1,481, - Title IV 289 - 31.6499 - $1,861, - Coke Activity Account 899 - $50	25%	40%	60%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: *A.M. Ochoa Elementary 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 7: A. M. Ochoa Elementary will reduce the performance gap between the Migrant population and the Non-Migrant population in the content areas by 50%.

Evaluation Data Sources: PBMAS
STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify migrant students zoned to A. M. Ochoa Elementary. **Strategy's Expected Result/Impact:** COEs **Staff Responsible for Monitoring:** Campus Administrator Counselor Migrant Recruiters Migrant Dept.	45%	60%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Determine the individual needs for instructional and support services and coordinate programs as needed. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math	40%	50%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Within 60 days of the school year identify eligible migratory children ages 3-5 in Ochoa Elementary and determine their educational needs. **Strategy's Expected Result/Impact:** Students 3-5 receiving educational services **Staff Responsible for Monitoring:** Campus Admin Counselor Migrant Department	35%	50%	70%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Offer supplemental instruction to migrant students performing below grade level in grades 3-5 in STAAR and for migrant students reading below grade level in grades K-2. Supplemental instruction will be after school/Saturday tutorials and/or services by an External tutor. **Strategy's Expected Result/Impact:** Migrant students performing on grade level **Staff Responsible for Monitoring:** Campus Admin Campus Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: *A.M. Ochoa Elementary 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: A. M. Ochoa Elementary will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Review, revise, and disseminate parental involvement policy with parents in accordance with Title I requirements. **Strategy's Expected Result/Impact:** Parental Sign In Sheets Agendas **Staff Responsible for Monitoring:** Campus Principal Parent Educator	20%	35%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Review, Revise, and implement, school /parent compacts at each campus to develop a strong school/family partnership. **Strategy's Expected Result/Impact:** Parental Sign In Sheets Agenda **Staff Responsible for Monitoring:** Campus Prinicpal Parent Educator	45%	55%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Hold Parent Learning Academies (PLA) to provide parents with information about Title I requirements and state/district policies and procedures. ie. speakers, open dialogue, district resources, workshops, etc. **Strategy's Expected Result/Impact:** Parental Sign In Sheets Agenda **Staff Responsible for Monitoring:** Campus Principal Parent Educator	35%	50%	60%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Identify and provide assistance and support to parents of struggling students so they may improve in areas of academics, attendance, and discipline. **Strategy's Expected Result/Impact:** Student rosters Comprehensive Assessment Review Minutes, Parent contact lists, Sign-in sheets, Meeting Agendas **Staff Responsible for Monitoring:** Campus Principal Counselor Parent Educator	25%	35%	55%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Build parents' capacity by providing them with training and workshops in a variety of topics throughout the year such as: Nutrition classes, computer classes, ESL classes, GED classes, parent workshops, Math Symposium, etc. (snacks will be provided for trainings and workshops) **Strategy's Expected Result/Impact:** Parent Sign In Sheet Meeting Agendas Program Evaluations **Staff Responsible for Monitoring:** Parental Educator **Funding Sources:** - Title I (211) - 61.6499 - $300	50%	55%	75%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide parents with information on Title I program and requirements at the district level and at each campus. **Strategy's Expected Result/Impact:** Parental Sign In Sheets Meeting Agenda **Staff Responsible for Monitoring:** Campus Principal Parent Educator	25%	45%	70%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide parental involvement meetings to disseminate information on: Student achievement, school performance, curriculum programs, federal program requirements, parents' rights, and needs assessments for Title I Programs. examples of parental involvement meetings: parent night, report card night, parent workshops, after school festivals Father/Daughter, Mother/Son, Grandparents day, Mufins with Mom, Donuts with Dad **Strategy's Expected Result/Impact:** Parental Sign In Sheets Meeting Agendas **Staff Responsible for Monitoring:** Campus Principal Parental Educator	20%	35%	65%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Recognize parent volunteers for their service and support throughout the year. **Strategy's Expected Result/Impact:** Pictures Parental Sign In Sheets **Staff Responsible for Monitoring:** Campus Principal Parental Educator Teachers Students				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: *A.M. Ochoa Elementary 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: CLPAC: A. M. Ochoa Elementary will maintain 100% of the required members in both District and Campus Level Planning and Advisory Committees to oversee all improvement activities at least 5 times per year.

Summative Evaluation: Met Objective

Campus Funding Summary

Bilingual (162)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1		11.6399	$1,084.00
				Sub-Total	$1,084.00
				Budgeted Fund Source Amount	$1,084.00
				+/- Difference	$0.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	16		11.6498	$2,000.00
1	1	16		11.6499	$200.00
1	1	17		12.6498	$800.00
1	1	17		12.6499	$500.00
1	1	21		12.6299	$500.00
1	1	22		12.6399	$800.00
1	1	22		12.6325	$450.00
1	1	22		12.6329	$1,000.00
1	1	22		12.6494	$100.00
1	5	3		52.6395	$1,894.00
4	1	1		11.6399	$1,686.00
4	1	1		23.6399	$2,500.00
4	1	2		23.6411	$100.00
4	1	2		12.6412	$150.00
4	1	2		12.6494	$200.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	4		12.6269	$115.00
4	1	4		11.6269	$11,525.00
4	1	4		23.6269	$1,100.00
4	1	7		12.6411	$40.00
4	1	7		13.6239	$250.00
4	4	1	6319	51	$820.00
				Sub-Total	$26,730.00
				Budgeted Fund Source Amount	$26,730.00
				+/- Difference	$0.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1		31.6339	$1,000.00
1	1	3			$3,772.00
1	1	8		11.6395	$7,000.00
1	1	20		11.6125	$8,705.00
1	1	22		12.6329	$1,000.00
4	1	1		11.6399	$5,939.00
4	1	13		32.6499	$1,000.00
5	2	1	33.6219		$75.00
6	1	5		61.6499	$300.00
				Sub-Total	$28,791.00
				Budgeted Fund Source Amount	$28,791.00
				+/- Difference	$0.00

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2		6399	$340.00
				Sub-Total	$340.00
				Budgeted Fund Source Amount	$340.00
				+/- Difference	$0.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	7		13.6411	$2,405.00
4	1	7		23.6411	$2,405.00
4	1	7		13.6239	$500.00
4	1	7		.23.6239	$500.00
				Sub-Total	$5,810.00
				Budgeted Fund Source Amount	$5,810.00
				+/- Difference	$0.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		11.6399	$216.00
1	1	7		11.6329	$500.00
4	1	1			$600.00
				Sub-Total	$1,316.00
				Budgeted Fund Source Amount	$1,316.00
				+/- Difference	$0.00

Student Activity 865					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	10		00.2190	$1,000.00
1	1	13		00.2190	$2,459.50
1	1	16		00.2190	$1,805.50
1	1	19	t shirts		$1,000.00
4	1	2			$1,219.00
				Sub-Total	$7,484.00
				Budgeted Fund Source Amount	$7,484.00
				+/- Difference	$0.00

Coke Activity Account 899					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	14			$184.00
5	6	1			$50.00
				Sub-Total	$234.00

Coke Activity Account 899					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$234.00
				+/- Difference	$0.00

Faculty Account 897					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	14		.00.2190	$229.00
				Sub-Total	$229.00
				Budgeted Fund Source Amount	$229.00
				+/- Difference	$0.00

Library Account (898)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	21			$1,240.00
				Sub-Total	$1,240.00
				Budgeted Fund Source Amount	$1,240.00
				+/- Difference	$0.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2		11.6494,11.6412	$980.00
4	1	7			$600.00
5	6	1		31.6299	$1,000.00
5	6	1		31.6399	$1,481.00
5	6	1		31.6499	$1,861.00
				Sub-Total	$5,922.00
				Budgeted Fund Source Amount	$5,922.00
				+/- Difference	$0.00

School Improvement Grant (211.SI)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	20		11.6125	$33,000.00
1	1	24			$22,142.00
4	1	1		11.6399	$13,355.00
4	1	3		13.6291	$10,000.00

School Improvement Grant (211.SI)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	7			$17,917.00
				Sub-Total	$96,414.00
				Budgeted Fund Source Amount	$96,414.00
				+/- Difference	$0.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	20			$39,663.00
				Sub-Total	$39,663.00
				Budgeted Fund Source Amount	$39,663.00
				+/- Difference	$0.00
				Grand Total Budgeted	$215,257.00
				Grand Total Spent	$215,257.00
				+/- Difference	$0.00

Donna Independent School District

Runn Elementary

2021-2022 Campus Improvement Plan

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- Goal 2: Runn Elementary will create an inviting educational climate that enhance learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase. 55
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographic Data

1.What do enrollment numbers indicate?

Our enrollment has been decreasing over the years due to high mobility rate. We have 236 students enrolled at Runn Elementary.

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

Gender / Ethnicity	Hispanic	Black
Male	131	0
Female	105	0

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

School Yr	PK (# of students)		K-5TH		Total		
2017-2018	15(AM) + (7) PM	+	287	=	309	**No. Change**	**% Rate of change**
2018-2019	35	+	260	=	295	14	4.7%
2019-2020	25	+	248	=	273	22	8.0%
2020-2021	13	+	223	=	236	37	15%
						73	27%

Based on our data, enrollment has been decreasing over the past three years. From 2017-2018 school year to 2018-2019, the school enrollment decreased, losing 14 students. From 2018-2019 to 2019-2020, it also decreased by 22 students and in 2019-2020 to 2020-2021, it decreased by 37 students.

4. What is the number of students in each special program?

How do these program numbers look broken by ethnicity, gender, or other category?

Are we over-or underrepresented in certain groups? Why?

GRADE	GENDER		Ethnicity	# of students	ELs	SpEd	GT	MIG	ED
	M	F	HSP						
PK	9	4	13	13	10	0	0	0	12
KINDER	16	11	27	27	18	1	0	1	27
1ST	16	29	45	45	32	0	8	1	43
2nd	21	15	36	36	22	4	2	0	35
3rd	19	12	31	31	24	2	2	1	30
4th	30	17	47	47	29	2	3	1	30
5th	20	17	37	37	26	1	2	0	35
TOTAL	131	105	236	**236**	161	10	17	4	212

Runn is currently serving 236 students in bilingual education, 131 males and 105 females. 236 students are Hispanic. Out of the 236 students, 161 are ELs.

4.2% of our school population is Sped. 7.2% of our students are in the GT program and only 1.6% of our school population are migrant.

89% are economically disadvantaged.

Based on our data, we are underrepresented in most of the groups except ELs population because of location and low enrollment as compared to the district and state.

According to our data for the last three years, student enrollment has been decreasing; around 20 students each year. Even though, staff and teachers had made a great effort to promote our school in social media, our numbers show a significant decline on enrollment every year. Rezoning some of the streets to our Campus could be the solution to the problem.

Teacher/student ratio might also affect students' performance.

Another disadvantage is that most of our students come from low income households. 98.9% of the students that live in rural neighborhoods are economically disadvantage.

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

Special Education Program:

2017-2018/ 19 Sp. Ed students enrolled at Runn Elementary

2018-2019/ 22 Sp. Ed students enrolled at Runn Elementary

2019-2020/ 12 Sp. Ed. students enrolled at Runn Elementary

2020-2021/9 Sp. Ed. Students enrolled at Runn Elementary

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

The data regarding students indicate that regularly students do not exit from special ed. programs during elementary school. During the school year 2020-2021, no students were exited from special ed. Program. In other words, this school year 2020-2021, 0 out of 9, which is 0% exited the special ed. programs. During elementary school, regular education students are referred to get evaluated and tested. For example, during the school year 2020-2021 there were approximately a total of 0 referred students to get evaluated. Most of the students who are referred go first through the RTI process. The pattern is that most of the students who get tested and qualify are placed into the Sp. Ed. program to receive the appropriate services and accommodations to meet their needs.

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

Our at risk students are; 12 in Pre-k. 26 in Kindergarten, 42 in 1st grade, 34 in, 2nd grade, 29 in 3rd grade, 39 in 4th grade, 30 in 5th grade.

The students at-risk category are based on the following; 001- Did not perform satisfactorily on readiness test, 003- Not advanced from 1 grade level to the nest for 1 or more school years, 010- Is a student of limited English proficiency (TEC 29.052), 012- Is homeless (NCLB, TITLE X, PART C, SECTION 725(2)), 014- Has been incarcerated or P/G who has been incarcerated, RD4- Not performing satisfactorily on reading assessment and not met 110% rule, V001- Not advanced from 1 grade level to the nest for 1 or more school years, V003- Did not perform satisfactorily on assessment instrument and not met 110% rule, V004- PK/K/01/02/03- Did not perform satisfactorily on readiness test.

	001	003	010	012	014	RD4	V001	V003	V004
Pre-K	0	0	10	2	0	0	0	0	12
Kinder	0	0	18	2	0	0	0	0	24
1st grade	0	0	32	5	1	0	0	0	40
2nd grade	0	0	22	7	2	0	2	0	32
3rd grade	1	0	24	4	3	0	2	0	23
4th	0	1	29	10	3	0	3	28	1
5th	0	0	26	3	1	2	2	3	0
Total	1	1	161	33	10	2	9	31	132

8. Who are our Migrant students?

There are currently a total of four migrant students enrolled in our campus:

Pre-K has 0 students

Kindergarten has 1 student

1st grade has 1 student

2nd grade has 0 students

3rd grade has 1 student

4th grade has 1 student

5th grade has 0 students

We currently have 11 less students than last year; most of our migrant students return to our campus during the month of October.

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

The mobility rate for Runn Elementary is 20.3% as of 2018-2019. Therefore, the Stability rate for Runn Elementary is about 79.7%.

There were 19 total Migrant students registered for the 2019-2020 Academic School Year and 4 withdrew. However, there are 4 total Migrant students registered for the 2020 -2021 Academic School Year and 0 withdrawn from Runn Elementary as of March 29, 2021.

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

These students are from a rural area made of "colonias" and country roads. The majority are Spanish Speakers from low income households. 240 out of 250, a percentage of 96% of the population in this community is economically disadvantaged, a percentage of 90.4% at risk students.

11. What are the staff demographics?

There are 17 teachers with certifications as required by the state of Texas. The Gender breakdown is 10 females and 7 males. The group is comprised of 16 Teachers of Hispanic/Latin American descent and 1 of mixed race. The age range is from 28 to 55 as of 2020 -2021 Academic School Year.

There are 5 paraprofessionals, 1 degree in Education, 2 have college hours & 2 are grandfathered. The Gender breakdown is 4 females and 1 male. The group is of Hispanic/Laitn American descent. The age range is from 30 to 50.

Counselor 1, Counselors Clerk 1, Attendance/PEIMS Clerk 1, Attendance Helper 1 Librarian 1, Librarian Clerk 1, Parent Educator 1, ACE 1, Custodians 3, Security 1, School Secretary 1, School Nurse 1, Curriculum Specialist 1, Principal 1.

12. What are the teacher/student ratios? How do these ratios compare to performance? (*Student Learning)

There are a total of 14 teachers who teach core subjects and 250 students. The Ratio is 1 teacher for every 22 students for PK - 4th and 1 teacher for every 25 students for 5th grade. PK has a higher teacher to student (17 to 1) ratio than Kinder (16 to 1). 1st grade has a higher teacher to student (22 to 1) ratio than second grade (19 to1). 3rd and 4th grade have a teacher to student (17 to 1) ratio. 5th grade has a teacher to student (20 to 1) ratio.

The performance regarding teacher to student ratio has shown that smaller classroom size is not a factor in student Achievement. Performance based on Interim Assessments is as follows: 3rd Grade English Reading Students are at a 20.41% at the Approaches level, 3.76% at the Meets level and 1.12 at the Masters level. Spanish Reading Students are at a 23.57% at the Approaches level, 5.93% at the Meets level and a 1.21 at the Masters level. 3rd Grade English Math Students are at a 17.17% at the Approaches level, 5.67% at the Meets level and a 4.23% at the Masters level. Spanish Math Students are at a 1% all across. 4th Grade English Reading students are at a 38.85% at the Approaches level, 17.48% at

the Meets level and 8.44% at the Masters level. Spanish Reading Students are at a 24.45% at the Approaches level, 8.05% at the Meets level and a 4.55% at the Masters level. 4th Grade Math Students are at a 43.27% at the Approaches level, 12.58% at the Meets level and a 7.83% at the Masters level. 5th Grade English Reading Students are currently at a 49.96% at the Approaches level, 16.84% at the Meets level and a 9% at the Masters level. Spanish Reading Students are at a 27.5% at the Approaches level, 18.32% at the Meets level and a 4.79% at the Masters level. 5th Grade English Math Students are at a 57.68% at the Approaches level, 18.32% at the Meets level and a 4.79% at the Masters level. Spanish Math Students are at a 31% at the Approaches level, 20.6% at the Meets level and a 20.3% at the Masters level. 5th Grade English Science Students are at a 21.72% at the Approaches level, 6.34% at the Meets level and a 1.59% at the Masters level. Spanish Science Students are at a 15% at the Approaches level, 11.29% at the Meets level and a 3.14% at the Masters level.

Academic Performance for grades K-2nd is as follows: Kindergarten has a total of 3 students above reading level, 3 students at level and 24 students below reading level. 1st Grade has 13 students above reading level, 7 students at level and 20 students below reading level. 2nd Grade has 7 students reading on level and 26 students below reading level.

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

Core Teachers: 14, P.E./Health: 1, Fine Arts: 1, Special Ed./Inclusion: 1. All teachers are bilingual certified and have a Bachelor's Degree.

Classroom Instructional Aids: 3, P.E. Aid: 1, Computer Lab Manager: 1. One Paraprofessional with a degree on Education, 2 Paraprofessionals have college hours (based on the ‘new hire’ criteria), and 2 Paraprofessionals are grandfathered (do not need to meet the ‘new hire’ criteria).

14. What does the general data reflect regarding teacher Quality on campus? TESS/TTES?

All teachers are evaluated using the T-TESS criteria. For 2020-2021 Academic School Year all were evaluated. At the beginning of the year, all teachers are required to submit their Student Learning Objective(SLO) goals and T-TESS Professional goals. Throughout the year, teachers are to work on achieving the goals as set by the teacher and approved by the appraiser. The Curriculum Specialist is evaluated using T-PESS by the Principal. The Principal is also evaluated using the T-PESS by the Assistant Superintendent and Superintendent.

Demographics Strengths

1. District has provided to our 236 students Electronic Devices and Internet Service to let them be connected in their online classes from their homes or classrooms (Tablets, Laptops, Hotspots, Internet Towers, etc.)

2. One of our major strengths is that all of our teachers are bilingual certified serving our student population who are 100% Hispanic at Runn Elementary.

3. Open enrollment allows parents to register their child in any nonresident school, either within or outside the district of residence.

4. A very large amount of our students advance to the next grade level. More than half of the students enrolled are bilingual and transition on to English later on elementary.

5. All 14 core Teachers at Runn Elementary are Bilingually certified and the majority of our Community is dominantly Spanish speaking; therefore, allowing our students to receive a more affective education.

6. Three Teacher Assistants have College hours and one has a degree in Education.

7. The student to teacher ratio in the upper grades appropriate. Allowing teachers to better target children in need and allowing children with academic needs to receive that one to one instruction that allows for academic growth.

8. Hot Spots (fixed wireless connection) were provided to all Runn Elementary students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Some parents, staff, and students don't know how to setup and change the settings of the electronic devices. Internet service is not efficient in our zone (school and houses) and students loose internet connectivity. Some power chargers of our students don't charge properly the devices and the device is turned off for several minutes or hours. At the end, students don't take online classes, do **Root Cause:** Our staff has not received trainings about how to solve common problems with the electronic devices and internet, for example: changing some settings regarding the browser, the tablet, the apps, etc. Students have not received an internet service 100% reliable and stable. Students have not updated the power chargers with charging problems due the power charger have damaged or now working proper

Problem Statement 2: Low enrollment: Over the past 4 years student enrollment has gradually drop, from 4.7% rate change in 2018-2019 school year to 27% rate change in 2020-2021. There has also been a decrease on the number of migrant students, 11 less student than last year due to rezoning and mobility rate. **Root Cause:** Even though we have open enrollment and campus staff/teachers have made a great effort to recruit students. Our data shows that the percentage rate change of withdrawals has been increasing, meaning that we are losing a significant number of students every year. Some of the causes are rezoning and mobility rate.

Problem Statement 3: More academic assistance is needed in reading, writing, and math through all grade levels, PK-5th grade. Such as, updated technology, better internet access, new computer, computer programs, tutors and instructional aids. Our students are enrolling late into the school year (October). **Root Cause:** In order to continue being successful and increase the passing percentage of students every school year all grade levels need to be provided with the academic assistance they need. This will reflect in all the subjects across the

school and less students to none will be labeled as not passing or need extra assistance. There are 4 Students enrolled for our 2020-2021 school year in October 2020

Problem Statement 4: There are insufficient Teacher Assistants in the lower grade levels to enhance one on one, small group and Guided Reading instruction; therefore, leading to difficulties reading in the upper grades and lower academic performances at the STAAR level. **Root Cause:** Teacher Assistants are very affective especially if academically trained in Education. Younger children are in greater need of small group and guided reading instruction; therefore, it is absolutely necessary that these children are affectively taught not only by the Teacher but the Teacher Assistant as well. It is important that all lower grades have the in-class support of an Instructional

Problem Statement 5: The Pre-K student to teacher ratio is above the state mandated ratio of 11 students to 1 teacher. The Kindergarten ratio of 23 students to 1 teacher is rather high especially considering the lower grades do not always have Teacher Assistants. **Root Cause:** There is a appropriate student to teacher ratio in the upper grades; however, the Pre-K and Kindergarten grade levels are above the student to teacher campus average of 18 students to 1 teacher. Leading to more ineffective instruction and academic delays.

Problem Statement 6: Our Community is lacking most of the technological resources to keep up with the demands of virtual and on-line instruction. Our community is barely functioning through DSL (oldest and slowest connection) or a fixed wireless connection for those whom are actually within distance of a cell tower or satellite. Hot Spots are definitely "better than nothing"; however, not only did they solve our **Root Cause:** Hot Spots are serving a basic purpose for our students. During these times having adequate technology is vital and our colonias are in need of greater support in order to receive the resources needed to provide successful virtual instruction.

School Processes & Programs

School Processes & Programs Summary

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

* After each benchmark, teachers are able to obtain test data from Aware. Through Aware, teachers obtain the needed reports: passing rate, demographics, weak TEKS, etc.

* Grade level meetings are held to discuss the data from Aware (bundle exams) and monthly I-Station progress results for LEP Students for all grade levels, Amplify is for Kinder, 1st and 2nd. Galileo All Grade Levels. Imagine Learning for all grade levels and including LEP and NonLEP Students. Imagine Math for all grade levels.

* Teachers write an action plan that targets weak TEKS (those below 70%).

* During instructional planning day, teachers plan instruction for the following six weeks and plan activities that re-teach, review, and reinforce the TEKS in the action plan.

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

A committee meets and interviews all candidates to find a candidate that is proficient in both English and Spanish. Candidates must have an EC – 5th grade certificate and be bilingually certified. Committee discusses the strengths and weaknesses of all candidates, selects the best candidate, and makes the necessary recommendation to the district. For the 2020-2021 school year, one new teacher and teacher assistant were hired. All staff was highly qualified as per Human Resources criteria.

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

- Staff attendance rate: 1% of all staff had 0 absences (Absences increased due to Covid & Covid exposure.) There were teachers that were rated developing in Domain IV of T-TESS due to the amount of absences and tardies they had during the school year
- Retention rate: Usually staff choose to remain at Runn. One Instructional aide asked for a transfer and was replaced with another district employee. One third grade teacher left the district to pursue a career and was replaced with another first year teacher. P.E. the instructional aide deceased throughout the school year was replaced with a prior district employee. A fifth grade teacher was not bilingual certified so went to another school within the district, was not replaced based on not needing another fifth grade teacher.
- Turnover rate: Most of the staff has 2 years or more teaching experience, except our first year teacher.

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

The highest need students from PK to 5th grade are provided through intervention and/or guided reading for 45 minutes daily. An afterschool program called A.C.E. is offered to students in need of attendance compliance and academic support.

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

In the school year 2020-2021, we have a Mentor Teacher mentoring a new teacher, guiding the professional with the school process and lessons, providing the new teacher with more

effective performance in the classroom.

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

New staff are given training, a mentor, and a lead teacher for day to day information. New staff can meet with administration and provide feedback through evaluations and emails. Currently we have one mentor teacher at the campus who meets with a new teacher on a weekly basis.

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

The systems to support improvement for teachers, staff, students, and parents are evaluations, surveys for staff, campus, and parents (meetings, parental involvement, etc.), assessments, and data analysis. Staff members also have the opportunity to lead committees such as CNA to assess the needs of the campus and work with staff members. Leadership opportunities are given. For example, the spring survey. It is about Title I and gives opportunities to parents to provide feedback about school and district. Parent educators give hard copies to students, and provide incentives to motivate parental response. Due to COVID-19, parent meetings are held through computers. Online virtual meetings are held. PAC committee is a group of parents to provide feedback on COMPACT and parental policy.

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

Based on previous STAAR assessments, reading levels, writing levels and areas that are in need, the staff is trained to target those capacities in need. The district provides surveys for professional development then asks staff where help is needed. The district also provides professional development to target bundles/TEKS every six weeks in Reading and Math.

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

The CLPAC committee and administration meets and makes decisions based on campus needs. Also, coordinator and directors from different departments collect surveys and provide feedback for teachers to provide more targeted training as needed.

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

Most of the courses attended were focused in the core subjects of Reading, Writing, Math, Science. Other courses staff attended were Special Education, Technology application (I Pads, Apple and Google training),On demand Professional Development Modules dealing with virtual instruction best practices and SuccessEd program.

The implementation of the professional development is monitored through our supervisors- Principal, Curriculum Specialists, Bilingual Department, SB Program Director, Special Ed. Department, Strategists, etc. by

- Lesson Plans
- Walkthroughs
- Formal/Informal Observations

- Meetings

The impact on performance has been positive due to feedback, sharing of ideas, suggestions, and recommendations from our supervisors.

Professional development kept taking place through online webinars and trainings to assist and equip teachers in assisting students and parents in a virtual learning manner.

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

Virtual Literacy Meetings, Virtual Parent Meetings, Virtual Grade Level Meetings, Academic Celebrations: Most of the Runn Community is involved and participation is very high. The patterns that are observed during these activities are very good participating when there is student involvement. For example, some incentives are given to involve student participation to celebrate student learning to measure progress using different educational computer programs such as MyOn, Imagine Math and Istation. Literacy Involvement is promoted through ClassDojo and Runn Elementary Media and virtual online meetings with authors, parents and students. For example, world-renowned authors, poets and professors have live sessions with parents. Due to COVID-19, in person activities are put on hold, but will resume as soon as we come back face-face.

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

Parents and community members can be part of the CLPAC, CNA and PAC, also participate in surveys and questionnaires to voice their concerns. A parent representative is also part of the ELLA (LPAC) committee decisions. For example, Run Elementary parental involvement committee holds online virtual meetings using Runn Elementary policy and COMPACT to provide feedback on school decisions.

13. What types of services are available to support families, community members, and students to encourage healthy family relationships?

At Runn Elementary Ms. Hinojosa has an open-door policy. There are also counseling services, and if additional services are needed, we have various agencies such as Nuestra Clinica Del Valle, Hidalgo County Health and Human Services, Tropical are just a few among our long list of providers. Our school's Parental Department also provides programs such as P.A.S.O.S., RHCK (parental classes) and PLA (Parent Learning Academy) held monthly. Runn Elementary media and ClassDojo provide virtual informative flyers and virtual character ed lessons to promote values and character development to encourage healthy family relationships.

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

Spanish is a second language in our district. However, the school communicates in English and Spanish when sending information home. The campus is a bi-literacy campus and all of our teachers are bilingually certified. Therefore, teachers can communicate with families through Emails, text, technology, and phones in both languages.

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

Mainstream/Inclusion is provided to support students in special programs. The results are based on their Individual Education Plan (IEPs). There is a specific criterion indicated in the report such as Mastered, Good Progress, etc. An accelerated instruction Intensive Plan of Instruction (IPI) is also provided for students who are failing a core subject or a STAAR test. For example, they receive guided reading or small group instruction to target their specific needs to their grade level and distance learning is also available. The results are based on

the Progress Report, Report Card, and I station. It is monitored using the Student Action Plan by collaboration with general education teachers, parents, and special education teachers.

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

We have various community partners that offer support such as Love of Christ, Paradise Park, Victoria Palms, Whataburger and Peter Piper to support families and students. For example, Love of Christ provided food baskets during Thanksgiving and Christmas. Also, Love of Christ donated gifts to our families and students.

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

Our district/school appreciates and supports our community partners and works together to make it a success. Due to COVID 19, Run Elementary was not able to provide an appreciation lunch for Love of Christ. Nor, the students make appreciation letters and musical presentations. However, as soon as we come back face-face, this activity will resume.

18. What does the data reflect about classes, schedules, and student/staff teams?

Data Ratio show small classes (1:22) Estimate on the daily basis

GRADE	ONSITE	ONLINE	TOTAL
PK	4	13	17
KINDER	9	23	32
1ST. GRADE	14	30	44
2ND. GRADE	13	25	38
3RD. GRADE	12	19	31
4TH. GRADE	10	39	49
5TH. GRADE	12	26	38

Master Schedule shows Guided Reading for PK and Intervention ELD/SLD for K-5th being implemented for all grade levels.

Grade level teams are made up of

- PK-2ND (Self contained)
- 3rd.-5th. (Made up of 2-3 teachers)

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

PreK 45 minutes Reading and 60 minutes Guided Reading 105 total

Kinder	180 minutes RLA and 45 minutes Intervention/ELD/SLD	225 total
First	150 minutes RLA and 45 minutes Intervention/ELD/SLD	195 total
Second	180 minutes RLA and 45 minutes Intervention/ELD/SLD	225 total
Third	45 mins Guided Reading and 105 mins RLA and 45mins Intervention/ELD/SLD	195 total
Fourth	80 minutes RLA and 55 minutes Intervention/ELD/SLD	135 total
Fifth	90 minutes RLA and 60 minutes Intervention/ELD/SLD	150 total

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

Teachers are invited to take part in leadership committees,such as CLPAC, CNA, school staff meetings, grade level meetings and lead teacher meetings where we make our school decisions.

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

The school district creates and provides benchmark and bundle assessments to evaluate individual students and decides how the program is evaluated. This school year the school used the STAAR Online program to practice, this will help the students prepare for the STAAR Assessment which will be required by the State to be taken online. Teachers only have a say so in teacher made tests for example, teachers use weekly or biweekly tests to help them evaluate and check for understanding (Google Forms, Jamboard, Kahoot, Google Slides).

22. Do school committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be a part of solutions to identified problems?

Yes, concerns are presented by different bodies and discussed to come up with a solution for all.

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

During PLC Teachers from the same grade level in the district get together and voice their concerns (GOR Meetings “Gonzalez ES, Ochoa ES and Runn ES). Exams are given on a weekly or six weeks frequency to assess the taught curriculum. The district has Sharepoint available for the teachers to explore the curriculum and get resources and materials to meet the needs of all learners.

School Processes & Programs Strengths

1. Minimal to no turnover in staff from year to year

2. Bilingual Teachers with bilingual certifications

3. Veteran Teachers are utilized as a resource for the campus. These include a lead teacher mentoring strategy, collaboration, and sharing lesson plans through Eduphoria.

4. Guided Reading with a small group assisted by Support Staff Based on the data of: District Benchmark, Imagine Language and Literacy, and Istation

5.MyOn book completed and minutes read and District Benchmarks

6. Accessibility of virtual small group intervention throughout contents/Classroom observations, Bundles, I station reports, Imagine learning and Imagine Math

7. Campus provides ACE Program.

8.Parents attend ARD's meetings Via Online/Phone

9.Services are provided for the community and parents. Runn Elementary provides counseling services, and if additional services are needed, we have a number of various agencies such as Mexican Consulate, Tropical, a list of MOUs, and parenting classes such as PASOS/RHCK.

10.Flyers and presentations are uploaded virtually in English and Spanish.

11.Different services target students in special programs. -Title 1, Part A Compliance Report

12. Love of Christ Winter Texans Charity

*Love of Christ has been a very strong supporter of Runn Elementary for decades. They provide students with donations of clothing and school supplies, food baskets for both Thanksgiving and Christmas, gifts for every single student. Also Paradise Park provides handmade quilts (Linus Project).

13. Career Day –Teachers and Staff invite presenters for Career Day via Google Meets. Presenters are recruited by teachers to present to grade levels.

14. Administration and staff collaborate, cooperate, and communicate. - Communication

15. Schedules are manageable and flexible. - School Structure

16. Administration is visible throughout the campus. - School Structure

17. Different methods of instruction to meet the students' needs (Guided reading block, Intervention period, Daily use of technology). - School Structure

18.Vertical alignment/planning time. - School Structure

Vertical alignment is a strength. Teachers meet every 6 weeks consistently to review data analysis. Teachers analyze data and create lesson plans to target student’s needs to improve student performance.

19. Parental and community virtual involvement, including CLPAC virtual meetings -Program Support Services

20. Networked and wireless access for Internet - DISD Technology Report such as on campus or Hot spots at home.

21. Progress in equipping all classrooms with technology tools and programs available -Technology inventory

22. Willingness of staff and students to become proficient users of technology -Teacher Self Report

23. Staff that is capable of training

24. Pre-Registration Online is a success with 100% pre-registered students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers continuously monitor student's performance and growth through data analysis meetings, progress reports, Imagine Learning, I station, Imagine Math, benchmarks, bundles, and report cards. However, teachers need to continue documenting progress, follow up on RTI status and share successes with other colleges. **Root Cause:** Teachers need to document, interpret data, and follow up with the RTI referral process and share successes with other teachers. However, due to Covid19 referrals are a challenge for this year.

Problem Statement 2: Parents are in need of technology help. As a school-community support, the school provides a registration team to help parents register via phone conference. **Root Cause:** Parents lack technology skills.

Perceptions

Perceptions Summary

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

The students and the staff describe the school climate in a positive way. We conducted a survey to collect data with the following questions:

The students and the staff describe the school climate in a positive way. We conducted a survey to collect data with the following questions:

66 students answered the following question: Do you enjoy coming to school?

- 48 students or 73 % = Do enjoy coming to school.
- 15 students or 23 % = Somewhat enjoy coming to school.
- 3 or 5% = Do not enjoy coming to school.

28 staff members answered the following question: Would you recommend this school as a great place to work?

- 1 staff or 3.6% = Do not recommend working at this school.
- 3 staff or 10.6%= Recommend working at this school.
- 24 staff or 85.7% = Highly recommend working at this school.

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

28 staff members answered the following question:

Q: How familiar are you with the mission and vision of the school?

Staff: 82.1% Very Familiar

17.9% Somewhat Familiar

56 students answered the following question:

Q: How familiar are you with the mission and vision of the school?

Students: 53.6% Yes

35.7% Somewhat

10.7% No

3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?

The majority of students from 3rd-5th grade and campus staff strongly feel they work together as a team.

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

Do you know your behavior expectations while you are at school?

- 90% yes
- 8% somewhat
- 2% No

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

Staff members and students participated in a survey to answer how safe they feel coming to school in person with the previous and new covid 19 procedures.

Survey indicates that the majority of the staff and students feel physically safe in school.

6.Student: Do you know your behavior expectations while you are at school? Do you know your goals and expectations for your academic success? Staff: Do you understand your expectations as to your job requirements? ORIGINAL QUESTION: What do students and staff indicate about expectations: academic, behavioral, social, extracurricular, etc.? NOTE: Questions have been updated for student & staff survey, no parent questions.

54 out of 68 (79%) of the students know their behavior and academic expectations as a student at Runn.

12 out of 68 (18 %) of the students somewhat know their behavior and academic expectations.

2 out of 68 (3%) of the students DO NOT know their behavior and academic expectations

28 out of 28 staff members know their job requirements and expectations.

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

Based on responses, our 3rd grade students feel most satisfied with our school's culture and climate.

Attendance Percentage (September 8, 2020 - June 4, 2021)

3rd Grade - 99.33%

4th Grade - 99.99%

5th Grade - 98%

No Behavior Reports

8. Do you feel that classroom management and organization are an important aspect of teaching?

28 out of 28 (100%) staff members feel that classroom management is an important aspect of teaching.

52 out of 53 (98%) parents agree that a student's behavior in the classroom is imperative to ensure their learning.

63 out of 67 (94%) of the students agree that managing behavior is crucial in school.

We are on target for next year's PBIS implementation.

9. Do you feel that gangs, substance abuse and/or weapons are a problem at our school?

100% of the staff, 88.5% of the parents, and 64.8% of the students do not feel that gangs, substance abuse, and/or weapons are a problem at Runn Elementary. Based on discipline referrals, there was no mention of gangs or gang related activities on campus. Responses may be based on community perceptions outside of school since this is not a topic/area of concern on behalf of the campus.

10. What students are involved in extracurricular activities, clubs and other areas? Who are these students? What do these students' achievements reflect about these students versus others who are not involved?

At Runn Elementary every student from Pre k – 5th grade has the opportunity to participate in the school or other schools activity or competition. Due to the Pandemic we have had a few competitions like Attendance, Reading, and Math with other Elementary schools.

District Elementary Attendance

Elementary Reading Competition

MyOn results which show Runn #1 for most minutes read and books completed for the week.

Imagine Math

Runn Elementary has been having competitions and incentives within the school for the students. Students from any grade level can participate.

Runn Elementary competitions and activities:

Runn Elementary after school program

What do these students' achievements reflect about these students versus others who are not involved?

Students that are not involved in VS. Students that are involved in activities

activities

? have low self- esteem ?improve academically

?, undecided on what they want ? high self-esteem

?they are tired and bored easily ?learn more skills

? no positive attitudes ? prepare themselves for college

11. What are the students' and staff' perceptions of facilities and physical environment?

The students and the staff describe the school facilities in a positive way. We conducted a survey to collect data with the following questions:

66 students answered the following question: Do you feel the school is clean and well maintained?

· 55 students or 83.3 % = Believed the school was clean.

· 10 students or 15.2 % = Believed the school was somewhat clean

· 1 student or 1.5 % = Believed the school was not clean.

28 staff members answered the following question: Do you feel the school is clean and well maintained?

· 24 staff or 85.7% = Believed the school was clean and well maintained.

· 4 staff or 14.3 %= Believed the school was somewhat clean and well maintained.

· 0 staff or 0 % = Believed the school was not clean and well maintained.

12. How does staff feel about technology?

28 staff members responded to the following question through a survey: How comfortable are you with technology and using all the new resources such as google classroom, meets, docs, sheets,...? ¿Qué tan cómodo se siente utilizando tecnología y todos los nuevos recursos, como google classroom, meets, docs, sheets, ..?

19 out of 28 (68%) staff members feel very confident using the new resources in technology. O% of the staff members do not feel comfortable using technology.

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

In the survey completed by students, staff and parents the following questions would most likely reflect the perceptions of the school.

Parents: Do you feel welcome at the school?

Students: Would you recommend the school to your friends?

Staff: Would you recommend the school as a great place to work?

53 out of 54 parents or 100 %: Feel welcomed at the school.

63 of 67 students or 96 %: Would recommend or somewhat recommend this school to a friend.

27 of 28 staff or 96,4%: Would recommend this school as a good place to work.

Perceptions Strengths

-Strengths: Most of our students and staff feel that Runn Elementary is a great place to work and to learn.

- Strengths: About 82% of staff members are very familiar with the school vision and mission.

-Strengths: About 96% of staff members are very familiar with the school vision and mission.

-Strengths: 92.5% of the students in 3rd-5th grade enjoy or somewhat enjoy coming to school and feel they are a part of a team. 100% of the teachers feel they are able to work as a team to achieve our goals.

-Strengths: The majority of students are aware of the behavior expectations they should display at school.

-Strengths: 23 out of 28 (82%) staff members answered they feel very safe working in this campus. 52 out of 67 (79%) of the students feel safe while in school.

-Strengths: From 3rd-5th Grade students surveyed, 3rd grade is most satisfied with the school's culture and climate.

- Strength: 28 out of 28 (100%) staff members feel that classroom management is an important aspect of teaching.

-52 out of 53 (98%) parents agree that a student's behavior in the classroom is imperative to ensure their learning.

-63 out of 67 (94%) of the students agree that managing behavior is crucial in school.

-Strengths: 100% of the staff and 88.5% of the parents do not feel that gangs, substance abuse, and/or weapons are a problem at Runn Elementary.

-Strengths: Most staff and students believe that the school is well maintained.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Only about 54% of students are familiar with the school vision and mission. **Root Cause:** The mission and vision of the school is not displayed for everyone to see. The school should periodically review the mission and vision so that all students and staff members are very familiar with the school goals.

Problem Statement 2: 7.5% of the students in 3rd-5th grade do not enjoy coming to school and feel they are not part of a team. **Root Cause:** Minimal interaction with peers and teachers due to Covid- 19 regulations in school.

Problem Statement 3: 4 out of 28 staff members (14%) feel somewhat safe and 1 (4%) staff member doesn't feel safe working from school. 10 out of 67 (15%) of the students feel somewhat safe. 4 out of 67 (6%) students do NOT feel safe in school. **Root Cause:** The fear of the Covid-19 pandemic. It has affected families in many ways. Staff members and students are afraid to contract the virus since there is daily contact with other staff members and other students.

Problem Statement 4: Problem: 5th grade has more unsatisfied students. **Root Cause:** Root: COVID-19 Pandemic

Problem Statement 5: Problem: 31.5% of Students and 9.6% of Parents feel that gangs, substance abuse, and/or weapons are a problem at Runn Elementary. **Root Cause:** Root: Elements of gangs, substance abuse and/or use of weapons in the home environment and/or in the surrounding area may cause parents and students to feel that this could be a problem that filters into our school.

Problem Statement 6: Problem: 9 out of 28 (32%) staff members feel somewhat comfortable with technology and the new resources. **Root Cause:** Root: This year the district had a lot of training targeting technology usage for teachers and students. Staff members who are not in the classroom also need to be provided with intensive training to become more comfortable using technology resources.

Problem Statement 7: Problem: 4 out of 67 (6%) would NOT recommend this school to a friend. **Root Cause:** Root: Although we do not have a definite answer to the reason why there would be a negative perception of the school, we can assume that the limited interaction among teachers and peers.

Priority Problem Statements

Goals

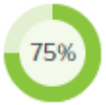
Goal 1: Runn Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

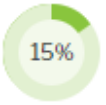
Performance Objective 1: The district will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percentage of K-2 students reading on or above grade level will increase by 4%.

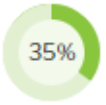
Summative Evaluation: Significant progress made toward meeting Objective

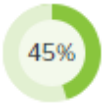
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. *Textbooks **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding STAAR standards per content area **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Assistant Principal and Teachers **Funding Sources:** Textbooks - Local (199) - 199.11.6321.00.105 - $300	5%	45%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday. In addition the appropriate allocated minutes will be implemented and monitored, required lesson plans for Reading, ELA, Writing, Math, Science, and Social Studies will be monitored. **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding District and State Assessments. **Staff Responsible for Monitoring:** Campus Administration	35%	70%	80%	100%

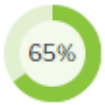
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide educational program requirements, supplies and support for academically under-performing classrooms,and provide autonomy and empowerment for high-performing classes. **Strategy's Expected Result/Impact:** District Assessment Results and State Assessment Results **Staff Responsible for Monitoring:** Campus Administration				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. **Staff Responsible for Monitoring:** Campus Administration				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: The campus will implement the districts standard based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. **Staff Responsible for Monitoring:** Campus Administrators And Teachers.				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide adequate instructional materials/supplies to supplement all programs in the core content areas such as: warehouse supplies, technology equipment/supplies, manipulatives, models, consumables, non-consumables , laminating film/parts, classroom clocks, color ink, drums and additional resources to supplant district curriculum. All needed equipment will be replaced. **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, TELPAS, Istation Reading, Imagine Math, Reasoning Math & PBMAS **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** 4 Elmos - Title I (211) - 211.11.6399.00.105 - $1,764, Headphones - Title I (211) - 211.11.6399.00.105 - $2,293, 3 Projectors - Title I (211) - 211.11.6399.00.105 - $1,164, Classroom Supplies to include warehouse - Title I (211) - 211.11.6399.00.105 - $7,700, Reading Materials/Junior Story Works - Title I (211) - 211.11.6329.00.105 - $250, Headphones - State Comp.(164) - 164.11.6399.00.105 - $365, Elmos - State Comp.(164) - 164.11.6399.00.105 - $365, Projectors - State Comp.(164) - 164.11.6399.00.105 - $366, Technology Supplies - Local (199) - 199.11.6399.00.105.00.0.00 - $100, Counselor's Office Supplies - Local (199) - 289.31.6399.00.105.11.0.00 - $940, PPIS / Drug-Free Awards & Incentives - State Comp.(164) - 164.11.6498.00.105.30.0.00, - Local (199) - 199.11.6395.00.105.11.0.00 - $1,000, - Local (199) - 199.12.6399.00.105.11.0.00 - $1,199, - Local (199) - 199.23.6399.00.105.99.0.00 - $423.18				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide teachers the opportunity to participate in the following staff developments as well as campus-based trainings: - Literacy conference - RGVCTM conference - RGVSA conference - CAMPT Math - CAST - Writing Trainings - Diana Ramirez **Strategy's Expected Result/Impact:** Professional Development certificates, Trainings, 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:** Administration Inclusion Teacher Core Teachers **Funding Sources:** Staff Development, Trainings or Conferences - Teacher/Principal (255) - 255.13.6411.00.105 - $1,794, Staff Development, Trainings or Conferences - Local (199) - 199.13.6411.00.105 - $75, Consultant Services - Title I (211) - 211.13.6291.00.105.24.0.00 - $1,448, Consultant Services - Teacher/Principal (255) - 255.13.6291.00.105.24.0.00 - $552				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Monitor implementation of best instructional practices presented during instructional 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:** Executive Directors, Core Content Directors, Campus Administration and Teachers				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments. **Strategy's Expected Result/Impact:** Assessment Reports **Staff Responsible for Monitoring:** Chief Academic Officer, Executive Directors, Core Content Directors, Campus Administration, and Teachers.	30%	65%	75%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Comprehensive Support Strategy Ensure the district's program for English Language Learners(ELLs) is research based, responsive to the needs of student, 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:** Bilingual Education Director, Executive Directors, Core Content Directors, Campus Administrations, and Teachers.	25%	50%	65%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology programs, Journals, Software, Accelerated Reading, Student Portfolios, Kagan Strategies, Sheltered Instruction 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:** Executive Directors, Core Content Directors, Campus Administration and Teachers.	35%	55%	70%	100%

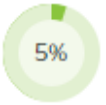
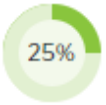
Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance, completion, and dropout prevention efforts. **Strategy's Expected Result/Impact:** Texas Academic Performance Report: Attendance and dropout percentages will decrease. Six Weeks District attendance reports. **Staff Responsible for Monitoring:** Director of intake center, Truancy Officers, Campus Principals, Attendance Helpers, Teacher and Counselors.	20%	60%	70%	100%

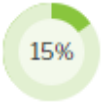
Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. **Strategy's Expected Result/Impact:** Reading levels Istation Reports **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Principal, Classroom Teachers	25%	60%	65%	

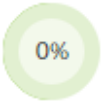
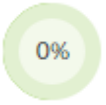
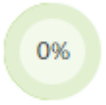
Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Comprehensive Support Strategy System Safeguards to meet federal accountability requirements will be implemented, monitored, and reviewed for each subject area and or student group where requirements were not met. **Strategy's Expected Result/Impact:** Increased performance in area addressed. **Staff Responsible for Monitoring:** Chief Financial Officer, Core Content Director, Bilingual Director, Principals and Teachers	25%	55%	65%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: The campus will hire a part time tutor to assist in raising Writing and Math scores and Reading (both languages) levels and to target and reinforce student needs based on I-Station reports and STAAR Results. The tutor will assist in meeting the goals in the Student Achievement Status domain (Closing the Gaps). **Strategy's Expected Result/Impact:** STAAR Results, Bundles & Reading Levels **Staff Responsible for Monitoring:** Administration &Teachers **Funding Sources:** - ESSER III (282) - 282.11.6125.00.105.24.0.LL - $30,624	60%	75%	85%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide opportunities for students to attend educational fieldtrips in all content areas to enhance understanding of content objectives. Grade levels will fundraise to cover entry fees, buses and meals. **Strategy's Expected Result/Impact:** Travel Request, Parent Permission, Purchase Orders & Bus Request *Revised Budget *Fundraisers, BBQ chicken plates, Gourmet Popcorn, Krispy Kreme Doughnuts, Applebees, Dances, Toys, Fall fest **Staff Responsible for Monitoring:** Administration & Teachers **Funding Sources:** Library Field Trip - Library Account (898) - 898.00.2190.00.105 - $1,000	0%	0%	0%	

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Expand media resources to support the curriculum, increase library collection by purchasing books in English and Spanish and other areas of need. Include Award Winning Books. Books will be purchased for students to participate in battle of the books. **Strategy's Expected Result/Impact:** Requisitions & Pos Library Checking Account *Budget Revised **Staff Responsible for Monitoring:** Administration & Media Specialist **Funding Sources:** Upgrade library books to include books for Battle of the Books - Local (199) - 199.12.6329.00.105 - $1,296, Upgrade library books to include books for Battle of the Books - Title I (211) - 211.12.6329.00.105 - $500, AR Books - Local (199) - 199.13.6329.00.105.AR - $3,000				

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Provide adequate instructional materials/supplies to supplement all programs. **Strategy's Expected Result/Impact:** Requisitions & Pos *Revised Budget **Staff Responsible for Monitoring:** Administration & Media Specialist **Funding Sources:** Copier Lease (Teacher Copier) - Local (199) - 199.11.6269.00.105 - $7,000, Intercom bell Changes - Local (199) - 199.11.6299.00.105 - $170				

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Provide opportunities for students to speak to and listen to accomplished authors by holding author storyteller visits. **Strategy's Expected Result/Impact:** Requisition Note: Goal 3 PO 2 S 3 **Staff Responsible for Monitoring:** Media Specialist				

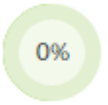
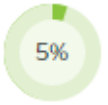
Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Students will be rewarded for meeting Reading Goals such as: AR Goals, AR millionaire , Distinguished Readers. By visiting places such as Scholastic Warehouse, Main Event and pizza parties (Piper Piper Pizza). **Strategy's Expected Result/Impact:** AR Invitations and Student Lists Amazing Reader's wall **Staff Responsible for Monitoring:** Media Specialist	10%	55%	70%	100%

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21: Students will be recognized for end of the year: Graduation, Perfect Attendance, A/AB Honor Roll, Academic Excellence, Top Athlete, Choir, Computer program completion etc... **Strategy's Expected Result/Impact:** Requisitions, Student List & Invitations **Staff Responsible for Monitoring:** Administration & Counselors **Funding Sources:** End of Year Trophies, Certificates & Medals - Local (199) - 199.11.6498.00.105 - $1,400, - Local (199) - 199.31.6499.00.105.99.0.00 - $400	15%	15%	40%	100%

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 22: Classes will be required 2 scheduled library lessons per 6 wks tied to obj. being taught in the classroom in content area of choice. **Strategy's Expected Result/Impact:** Lesson Plan Log **Staff Responsible for Monitoring:** Administration & Media Specialist	30%	30%	35%	

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 23: Students in K-5th will be required to adhere to scheduled computer time for Istation, Imagine Math, and Learning.com **Strategy's Expected Result/Impact:** Reports **Staff Responsible for Monitoring:** Administration, Teacher & Computer Lab Manager	35%	70%	85%	100%

Strategy 24 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 24: Students will be provided with incentives and celebrations as a form of recognition throughout the year for accomplishments. Students in KG will receive tassels for graduation ceremony and grade level shirts will be purchased as requested. **Strategy's Expected Result/Impact:** Requisitions **Staff Responsible for Monitoring:** Administration Kinder Teachers **Funding Sources:** - Student Activity 865 - 865.00.2190.00.105.00.000 - $16,000				

Strategy 25 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 25: Fill the Hat with Dr. Seuss Festival for EOY celebration for PK-5 students and Read Across America. Items such as Lamac/oriental prizes, food items as snacks and other activities will be included. **Strategy's Expected Result/Impact:** Purchase Order Discipline Referrals Attendance Reports **Staff Responsible for Monitoring:** Principal Teachers **Funding Sources:** End of Year Celebrations - Local (199) - 199.23.6499.00.105 - $300, - Student Activity 865 - 865.00.2190.00.105.00.00 - $16,000				

Strategy 26 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 26: The 3rd- 5th Grade students will care for an Aboveground fruit and vegetable garden to extend students' connection to the sources of their food and further empower them to incorporate healthy food choices into their lifestyles. Pre-K- 2nd will care for a beautification garden. **Strategy's Expected Result/Impact:** Students will host a campus-wide fruit and vegetable picnic for the community. **Staff Responsible for Monitoring:** Program Facilitator Principal ALL Grade levels				

Strategy 27 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 27: Provide staff with Region One staff development/ training to better serve our students in all content areas. Collaborate with grade levels to share ideas that are being successful in each classrooms. **Strategy's Expected Result/Impact:** Quality Instruction and Strategies. **Staff Responsible for Monitoring:** Administration and Teachers **Funding Sources:** Region 1 Trainings (TAs) - Local (199) - 199.13.6239.00.105 - $500, Librarian Region Trainings - Local (199) - 199.12.6239.00.105 - $50	45%	60%	65%	

Strategy 28 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 28: Provide opportunities for students/ families to create a home library by hosting 2 Scholastic Book fairs. **Staff Responsible for Monitoring:** Librarian, Media specialist	5%	5%	15%	

Strategy 29 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 29: Students will have opportunities to participate in AR program with a goal of ____% participation and __ % of those participating will maintain an average percent correct above ___%. **Strategy's Expected Result/Impact:** Increased Reading Levels Increased motivation of AR participation. **Staff Responsible for Monitoring:** Media Specialist, Classroom teachers	25%	35%	45%	

Strategy 30 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 30: Provide grade levels, clubs and front office to fund raise for their respective field trips, t-shirts and campus events that take place throughout the year. Counseling Dept. will sell replacement IDs and ID clips **Strategy's Expected Result/Impact:** Purchase Orders **Staff Responsible for Monitoring:** Principal Curr. Spc. Secretary Teachers Club Sponsors	10%	10%	40%	100%

Strategy 31 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 31: Students will be provided with incentives for various holidays and celebrations including graduation, end of year, and STAAR. Other celebrations include: Halloween Christmas Valentines' Day Easter **Strategy's Expected Result/Impact:** Purchase Orders **Staff Responsible for Monitoring:** Principal Front Office staff Teachers **Funding Sources:** - Local (199) - 865.00.2190.00.105.00.0.00 - $2,000	15%	35%	45%	→

Strategy 32 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 32: Serve students on a per need basis through counseling, supplies, and clothing referrals **Strategy's Expected Result/Impact:** -Student list will be submitted to appropriate dept. -Referrals on a per need basis **Staff Responsible for Monitoring:** Administration and Counselors **Funding Sources:** Clothing Vouchers - Title I (211) - 211.32.6499.00.105.24.0.00 - $1,000	45%	60%	75%	100%

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

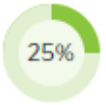
Goal 1: Runn Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

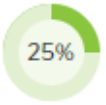
Performance Objective 2: Bilingual/ ESL : The campus will increase the percentage of ELLs progressing one performance level to ____% increase the percentage of ELL's reaching Advanced High within the first 4 years of enrollment in US schools to ___% and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to ____%.

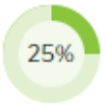
Summative Evaluation: Significant progress made toward meeting Objective

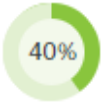
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide tutoring/reinforcement to meet the needs of individual bilingual students. **Strategy's Expected Result/Impact:** LEP students will get target instruction to meet their needs. **Staff Responsible for Monitoring:** principal teachers	45%	55%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Implement strong English Oral Language activities/assessments to ensure smooth transition into English. This includes testing materials and necessary equipment needed to assess. **Strategy's Expected Result/Impact:** TELPAS LAS **Staff Responsible for Monitoring:** Administration, Counselors &Teachers	40%	45%	55%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide a literature rich environment in all content areas by increasing the number of Spanish/ English books in classroom and make available to LEP students instructed in Spanish. **Strategy's Expected Result/Impact:** Library Book and Classroom Orders **Staff Responsible for Monitoring:** Administration, Media Specialist & Teachers **Funding Sources:** Books for PK Reading Center - Title III (263) - 263.11.6399.00.105 - $809				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Implement Sheltered Instruction strategies across content areas. ex. Preview, View, Review, TPR, Vocabulary Enrichment, Cognate Word Wall, Bilingual Pairs, labels, picture cards, anchor charts. **Strategy's Expected Result/Impact:** Walkthroughs & Lesson Plans **Staff Responsible for Monitoring:** Administration Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Introduce Math Concepts in their native language as needed. **Strategy's Expected Result/Impact:** Lesson Plan & Student Mastery on Bundles **Staff Responsible for Monitoring:** Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Hire a Bilingual Tutor to reinforce skills to LEP students testing Spanish to ensure a passing standard on STAAR. **Strategy's Expected Result/Impact:** STAAR Results **Staff Responsible for Monitoring:** Administration				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Obtain and provide program manipulatives, models, consumables, non-consumable materials and other classroom instructional materials or resources for all core content areas and for LEP student population. List of items: - SSRW (Sing, Spell, Read, & Write) **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** Sing, Spell, Read & Write materials - Title III (263) - 263.11.6399.00.105 - $1,000	25%	45%	55%	→

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: The campus will follow the Simultaneous Bi-literacy and the District framework of Time and Treatment for the bilingual students to best fit their needs. **Strategy's Expected Result/Impact:** Class Rosters **Staff Responsible for Monitoring:** Administration	30%	45%	60%	→

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Train teachers on pedagogy (sheltered instruction,language acquisition methodologies.) that addressesthe needs of the LEP population, and acquireresources to assist teachers in providing linguisticallyaccommodated instruction and assessment to ELLs National Geographic, Houghton Mifflin, AmericanReading, Scholastic grammarbooks, Learning A-Z, Millmark Education, PoetryFriday, Wings Press, Overlooked Books, BrilliantEducation, Lupe Lloyd and Associates, TeacherCreated Materials, etc.) **Strategy's Expected Result/Impact:** requisitions; use in classrooms; inclusion in lessonplans **Staff Responsible for Monitoring:** ELA Directors,CampusAdministrators	35%	40%	55%	100%

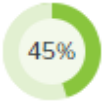
Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: The staff will be trained on LPAC proceduresand accommodations for the ELL students **Strategy's Expected Result/Impact:** Sign-In Sheets **Staff Responsible for Monitoring:** Administration andCounselors	60%	80%	95%	100%

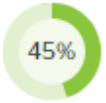
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: Runn Elementary 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. The district will implement a balanced literacy program in
early childhood education that will result in more students reading on or above grade level.

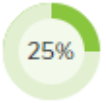
Performance Objective 3: Special Education: The campus will improve its overall rating component in the TEA's Determination Report from a __to a __ with the focus on student discipline and academic performance.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide academic support through supplemental resources to campuses. **Strategy's Expected Result/Impact:** Lesson Plans, Walk-throughs District and State assessments **Staff Responsible for Monitoring:** CampusAdministration,Inclusion Teacher,teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide campus trainings in the area of accommodations for all content areas in Kinder - 5th grade. **Strategy's Expected Result/Impact:** Lesson Plans, Walk-throughs District and State assessments **Staff Responsible for Monitoring:** CampusAdministration,Inclusion teacher,and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide campus reviews with teachers and campus administration on student academic performance **Strategy's Expected Result/Impact:** Lesson Plans, Walkt-hroughs District and State assessment **Staff Responsible for Monitoring:** CampusAdministration,Inclusion teacher,and Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide supplemental reading programs to assist students with reading difficulties (Rave-O) including dyslexia. **Strategy's Expected Result/Impact:** Lesson Plans, Walk-throughs District and State assessments **Staff Responsible for Monitoring:** Campus Administration,Inclusion teacher,and Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide district and campus trainings in the area of accommodations and designated supports. **Strategy's Expected Result/Impact:** increase teacher awareness of accommodations-increase accommodation implementation andeffectiveness-increase academic state performance-increase academic classroom performance **Staff Responsible for Monitoring:** Director-Supervisor-EducationalDiagnosticians-Special EducationTeachers-General EducationTeachers-Campusadministrators-504 campus coordinators	15%	40%	50%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Coordinate with ELA department and provide trainings to ELA teachers and special education teachers on targeted instruction **Strategy's Expected Result/Impact:** increase communication and teacher planningbetween ELA general education teachers and specialeducation teachers-increase monitoring of student progress-increase academic state performance-increase academic classroom performance-increase IStation progress monitoring-increase lexile progress monitoring **Staff Responsible for Monitoring:** Special Education Director-Special Education Supervisor-ELA Director - ELA strategists-ELA instruction alcoaches-Campusadministrators	25%	50%	65%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide online assessment resources to students in preparation of online state assessments. **Strategy's Expected Result/Impact:** ncrease student preparation in navigating online assessment resources-increase online state assessment performance **Staff Responsible for Monitoring:** Director -Supervisor -Campus administrators-Special education teachers-Campustechnicians	15%	45%	75%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Recognize student academic performance. **Strategy's Expected Result/Impact:** increase in student academic performance **Staff Responsible for Monitoring:** Special Education Administrators Teachers Campus Administrators	10%	45%	55%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Recognize improvement in student behavior. **Strategy's Expected Result/Impact:** decrease in student referrals **Staff Responsible for Monitoring:** Special Education Administrators Teachers Campus Administrators	5%	15%	50%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide campus support by conducting classroomwalk-throughs and monitoring the provision of studentservices in the classroom **Strategy's Expected Result/Impact:** increase in academic state performance-increase in classroom performance **Staff Responsible for Monitoring:** Director -Superviso	30%	40%	65%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide teacher training on district data monitoring resources to improve student progress monitoring. **Strategy's Expected Result/Impact:** increase teacher resources for targeted instruction-increase student academic performance **Staff Responsible for Monitoring:** -Director-Supervisor-EducationalDiagnosticians-Campusadministrators	30%	40%	60%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide instructional supplies such as arts & crafts to conduct class projects and lessons. **Strategy's Expected Result/Impact:** Lesson Plans, Walk-throughs District and State assessments **Staff Responsible for Monitoring:** Campus Administration,Inclusion teacher,and Teachers	25%	40%	55%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Runn Elementary 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. The district will implement a balanced literacy program in
early childhood education that will result in more students reading on or above grade level.

Performance Objective 4: Migrant: The campus will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of _____%.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide adequate instruction and materials to meet the needs of the varied student population. **Strategy's Expected Result/Impact:** Lesson Plans Walk throughSW Reports **Staff Responsible for Monitoring:** Administration Teachers	20%	40%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Identify new migrant students and migrant students needing special assistance. **Strategy's Expected Result/Impact:** PEIMS Reports Parental Meeting logs **Staff Responsible for Monitoring:** Parent Educator Staff selected,Teachers,Administration	25%	40%	55%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3:) Provide teachers with supplies to utilize with migrant students (e.g. paper, pencils, erasers, etc.)*Update Educational games*Add more ipads for independent learning*headphones to use with the ipads **Strategy's Expected Result/Impact:** District & State assessments Lesson Plans Student Tracking logs walkthroughsPO **Staff Responsible for Monitoring:** AdministrationTeachers	20%	35%	50%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: School tutoring willl be offered to Kinder - 5th grade migrant students at the foundational and advanced level that will be assessed with Bundles and/or the STAAR Reading and Math. Tutorial will consist of guided reading/math, small group and one-on-one instruction. **Strategy's Expected Result/Impact:** Lesson Plans, walk throughs, schedules, vertical alignment, Student Logs, Guided Reading, Running Records, Istation Reports, District/State assessments **Staff Responsible for Monitoring:** Campus Principal, Curriculum Specialist, and Teachers	30%	30%	50%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Review, modify and periodically monitor campus integrated curriculum to meet all subject area standards and to ensure there is alignment between TEKS objective as appropriate. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist and All Teachers	30%	40%	55%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Runn Elementary 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. The district will implement a balanced literacy program in
early childhood education that will result in more students reading on or above grade level.

Performance Objective 5: Fine Arts: 65% of Fine Arts groups will receive the highest rating as per their category in UIL Contest and or sanctioned competition.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The fine arts teacher will provide concerts and performances to the parents **Strategy's Expected Result/Impact:** sign-In Sheets & Invitations **Staff Responsible for Monitoring:** Administration	0%	0%	0%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Music teacher will provide entertainment for any Parental Involvement meetings at the request of Campus Administration **Strategy's Expected Result/Impact:** gn-In Sheets & Invitations **Staff Responsible for Monitoring:** Administration	0%	0%	0%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Campus will recognize students at the end of the year through awards assembly **Strategy's Expected Result/Impact:** Student List **Staff Responsible for Monitoring:** Counselors,Administration &Music Teachers	0%	0%	35%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Choir students/ Cheer-leading club will attend various district and community rallies to show school spirit and showcase skills learned throughout the year **Staff Responsible for Monitoring:** Administration & Music teacher Cheer-leading team	0%	0%	0%	

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Talent Show will be scheduled in May where students are able to showcase their talents. **Strategy's Expected Result/Impact:** Lesson Plans Schedule Program **Staff Responsible for Monitoring:** Music Teacher/ committee	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Schedule singing/acting performances for parents,Christmas and Mothers Day.*Dance activities for students to perform on special events **Strategy's Expected Result/Impact:** Assembly Sign-in sheet flyers **Staff Responsible for Monitoring:** Music Teacher Homeroom Teachers	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Choir Students and dance team will attend a field trip to a local theatrical performance. **Strategy's Expected Result/Impact:** Lesson Plan PO requisition Travel request **Staff Responsible for Monitoring:** Music Teacher Administration	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Runn choir students will have the opportunity to order shirts to promote their group. **Strategy's Expected Result/Impact:** promote pride 865 acct **Staff Responsible for Monitoring:** Music Teacher Administration	Sept	Dec	Mar	June
	0%	0%	0%	

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: Runn choir students will have the opportunity to order music recorders to prepare students for middle school band. **Strategy's Expected Result/Impact:** Lesson Plan PO requisition **Staff Responsible for Monitoring:** Music Teacher Administration	Sept	Dec	Mar	June
	10%	0%	0%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Runn students in 3rd, 4th & 5th grade will have the opportunity to attend The Nutcracker being sponsored by the Donna High School Fine Arts Dept. **Strategy's Expected Result/Impact:** Lesson Plan PO for transportation **Staff Responsible for Monitoring:** Teachers Admin **Funding Sources:** Bus Charges - Local (199) - 199.11.6494.00.105.11.0.00 - $300	0%	0%	0%	→

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

Goal 1: Runn Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 6: Advanced Academics: The campus will ensure that 97% of all gifted/talented students will meet the state standards on all areas of STAAR.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide research-based and effective teaching practices that impact GT student learning. **Strategy's Expected Result/Impact:** Walk throughs Lesson Plans District Benchmarks STAAR **Staff Responsible for Monitoring:** Campus Administration Teachers	25%	40%	45%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunities for research and the use of the different technologies by the GT students **Strategy's Expected Result/Impact:** Walkthroughs Lesson Plans Master Schedule District Benchmarks STAAR **Staff Responsible for Monitoring:** Campus Administration Teachers Computer Lab Assistant	20%	45%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide GT instructional resources/materials tosupplement instructional programs in all core areas,when applicable. **Strategy's Expected Result/Impact:** Classroom observations, lesson plans & assessments **Staff Responsible for Monitoring:** Campus Administration Teachers	30%	30%	70%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: GT students will participate in summer reading program. **Strategy's Expected Result/Impact:** List of assignments and books **Staff Responsible for Monitoring:** Administration Teachers Librarian	15%	40%	65%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide information to parents on GT through parent meetings at the campus level, through district newspaper and through newsletters sent home. **Strategy's Expected Result/Impact:** Newsletter & Sign-In Sheets **Staff Responsible for Monitoring:** Campus Admininstration Librarian Teachers Parental Educator	10%	30%	45%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Differentiated instruction, resources, materials,tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. **Strategy's Expected Result/Impact:** Increased student performance. **Staff Responsible for Monitoring:** Campus administrators,district strategists and interventionists,and district director	15%	30%	65%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading,Writing, Research, Science, Social Studies, Math, and technology. **Strategy's Expected Result/Impact:** Increased student performance. **Staff Responsible for Monitoring:** Campus administrators,district strategists and interventionists,and district director	0%	0%		

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide funding to train teachers and parents on Gifted and Talented students' needs. **Strategy's Expected Result/Impact:** Agendas from the meetings sign-in sheets contact logs Program agenda **Staff Responsible for Monitoring:** Campus Administration Teachers Parental Educator	45%	60%	65%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Students will be provided opportunities to participate in high level extracurricular activities such as UIL, & Battle of the Books. **Strategy's Expected Result/Impact:** Recognition at the end of competition. **Staff Responsible for Monitoring:** Administration teachers	0%	0%	5%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide adequate/effective GT basic and maintenance training such as 30 hour mandatory training and 6 hour update training. **Strategy's Expected Result/Impact:** Sign-In Sheets & Certificates generated throughEduphoria **Staff Responsible for Monitoring:** Administration Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Runn Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 7: Testing & Evaluation: All eligible students will participate in the 2019-2020 state mandated assessments.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Follow 2020-2021 Testing Calendar of Events to include all deadlines, submissions, and test administrations. **Strategy's Expected Result/Impact:** Texas Assessment Management System **Staff Responsible for Monitoring:** Director of Testing& Campus Principals	25%	45%	65%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Plan, organize, and coordinate campus testingcoordinator and teacher trainings to safeguard all testing procedures, policies, oaths, and test securities to avoid testing irregularities **Strategy's Expected Result/Impact:** Agendas and Sign-Ins **Staff Responsible for Monitoring:** Director of Testing& Administration	15%	55%	65%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Attend Region I training and Texas Assessment conference for testing coordinators and any other training required to enhance knowledge in testing and evaluation. **Strategy's Expected Result/Impact:** certificate of Attendance **Staff Responsible for Monitoring:** Director of Testing	20%	40%	60%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Runn Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 8: Library Services: The campus will improve academic performance of students by providing students with quality library skills and instruction. The Library program will encourage parental involvement, literacy and celebrations to ensure student success.
District PO: The Library Services Department will facilitate the purchase of and monitor usage of key literacy programs in the district, including Accelerated Reader and myON for grades Pre-K-8th. The district will utilize 100% of available Accelerated Reader licenses and increase the total word count for the school year by 5%. myON will be implemented in all elementary and middle schools and as a district will complete a minimum of 150k books.

Evaluation Data Sources: Campus: Measure: 80% of the campus population will participate in the AR program and will have 80% of the participating students earning an 80% or better on their AR tests.District: MyOn purchase, AR purchase, reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide awards and incentives to students, such as toys, electronics, certificates, t-shirts and field trips to promote reading and AR program **Strategy's Expected Result/Impact:** Purchase Orders **Staff Responsible for Monitoring:** Librarian Principal Secretary **Funding Sources:** Student Incentives, ribbons & medals - Local (199) - 199.12.6498.00.105 - $100, Library Field Trip - Library Account (898) - 898.00.2190.00.105 - $39.16	10%	20%	45%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Bring in authors to provide students with presentations and bring about the love for reading. **Strategy's Expected Result/Impact:** Author Visits **Staff Responsible for Monitoring:** Campus Admin Librarian Teacher **Funding Sources:** Author's Visit - Local (199) - 199.12.6299.00.105 - $400	0%	0%	10%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Maintain access to the library and integrate library skills into the curriculum to allow students to apply skills. **Strategy's Expected Result/Impact:** Library Hours AR scores Checkout Report **Staff Responsible for Monitoring:** Campus Admin Librarian Teacher	20%	20%	35%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Teachers/Librarian will plan lessons together,fixed and flexible scheduling will be used to provide students/teachers greater access to the library. Access to reports through printer in the library. **Strategy's Expected Result/Impact:** Lesson Plans/Schedules **Staff Responsible for Monitoring:** Campus Admin Librarian Teacher	15%	40%	50%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Expand library resources (magazine/periodicals) to support the curriculum: increase award winning books in English and in Spanish, provide technology,ink for printers, visual and audio (hardware/software),increase professional resources. **Strategy's Expected Result/Impact:** Requisitions Purchase Orders surveys **Staff Responsible for Monitoring:** Campus Admin Librarian Teacher **Funding Sources:** Magazines, The Monitor - Local (199) - 199.12.6325.00.105 - $500, Light bulbs for projectors, ink - Local (199) - 199.12.6399.00.105 - $500	10%	10%	40%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Implement literacy nights, one per semester. **Strategy's Expected Result/Impact:** sign-in sheets agendas parental involvement **Staff Responsible for Monitoring:** Campus Admin Librarian Teacher	0%	15%	25%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide additional reading books for students engagement and maintain their AR score to a passing percentage.* reading class sets. **Strategy's Expected Result/Impact:** AR Reports Istation Reading reports **Staff Responsible for Monitoring:** Librarian **Funding Sources:** Library Books - Title I (211) - 211.12.6329.00.105 - $500	15%	30%	55%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Purchase of library new updated seating for lower levels:*furniture*bean bags*mats. **Strategy's Expected Result/Impact:** AR Reports Purchase Orders **Staff Responsible for Monitoring:** Principal Librarian Campus Secretary	0%	15%	15%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Will sponsor a Book Fair in the Fall and the spring. **Strategy's Expected Result/Impact:** Bank Deposits Purchase Orders **Staff Responsible for Monitoring:** Librarian Administration Secretary	0%	0%	5%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Librarian will attend 2 Region One trainings, Fall& Spring **Strategy's Expected Result/Impact:** Registration Travel PO **Staff Responsible for Monitoring:** Librarian Administration Secretary	0%	0%	20%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide shirt & transportation for students participating in the district Battle of the Books competition **Strategy's Expected Result/Impact:** QuotesPO **Staff Responsible for Monitoring:** Librarian Administration Secretary **Funding Sources:** Battle of the Books bus - Local (199) - 199.12.6494.00.105 - $45, Battle of the Books Shirts - Library Account (898) - 898.00.2190.00.105 - $39.17	0%	0%	0%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: District S1: DISD will purchase MyON software for all students to use. **Staff Responsible for Monitoring:** DISD will purchase MyON software for all students to use.	100%	100%	100%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: District S2:Purchase AR software for elementary and middle schools. **Staff Responsible for Monitoring:** Library Services direct librarians	100%	100%	100%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: District S3: Meet with librarians monthly to review usage reports **Staff Responsible for Monitoring:** Library Services Director	35%	50%	55%	→

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: District S4:Purchase and become part of library consortium through Region I. **Staff Responsible for Monitoring:** library Services Director	100%	100%	100%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: District S5:Coordinate staff development and training for librarians such as but not limited to Region I meetings, TLA Conference, etc **Strategy's Expected Result/Impact:** Ensure library purchases are being made by campus libraries to be in compliance with the Texas library guidelines. **Staff Responsible for Monitoring:** Library Services Director Principals Librarians	5%	20%	30%	→

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17:) District S6:Ensure library purchases are being made by campus libraries to be in compliance with the Texas library guidelines. **Strategy's Expected Result/Impact:** Library book purchases **Staff Responsible for Monitoring:** Library Services Director Principals Librarians	20%	30%	45%	→

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

Goal 2: Runn Elementary will create an inviting educational climate that enhance learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. 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 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from __% to __%.

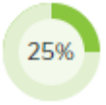
Evaluation Data Sources: STAAR

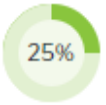
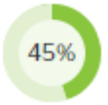
Summative Evaluation: Significant progress made toward meeting Objective

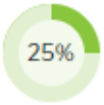
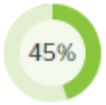
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. **Strategy's Expected Result/Impact:** Gradebook **Staff Responsible for Monitoring:** Campus Administrations, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4	25%	55%	60%	100%

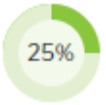
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. **Strategy's Expected Result/Impact:** Reading Levels and STAAR academic outcomes. **Staff Responsible for Monitoring:** Library Services Directors, Campus Principal, Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	35%	55%	80%	100%

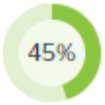
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 3) Teachers will use the district curriculum and instructional guide as their primary source of instructional direction for all subject areas. **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding STAAR standards per core content area. **Staff Responsible for Monitoring:** Campus Principals, Curriculum Specialists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

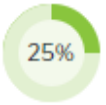
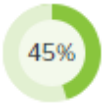
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Comprehensive Support Strategy Critical Success Factors CSF 1 4) Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day with the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, 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 Principals, Curriculum Specialists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

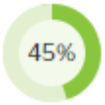
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Comprehensive Support Strategy Critical Success Factors CSF 1 5) Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations **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, TELPAS, & PBMAS.) **Staff Responsible for Monitoring:** Principal, Curriculum Specialist & Campus Administration, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 6) Teacher will attend research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELL's, research based instructional strategies for CCRS, classroom management, and discipline (teaching) for appropriate behavior **Strategy's Expected Result/Impact:** Professional Development District Plan, 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:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director, and Bilingual Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 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:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, District Strategists, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 8) Improve supports to struggling learners by improving interventions, resources, and training; and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. **Staff Responsible for Monitoring:** Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, District Strategists, RTI Coordinators, Bilingual Director, Asst. Supt. of District Operations, and Asst. Supt. for Curriculum and Instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7 9) Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/ Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON, STEMScopes, Edusmart, I-Station, DLM kits, Circle Curriculum, SingSpellRead&Write, Imagine Math, and Reasoning Mind Blueprint. **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 11) Ensure the district's program for English Learners 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:** Director of Bilingual Education, Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Runn Elementary will create an inviting educational climate that enhance learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Advanced Academics: Increase GT students achieving the MEETS and MASTERS grade level standard on STAAR by __%

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Campus administrators, district strategists and interventionists, and district director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	40%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 2) Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading, Writing, Research, Science, Social Studies, Math, and technology. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Campus administrators, district strategists and interventionists, and district director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Runn Elementary will create an inviting educational climate that enhance learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Special Education: Increase Special Education students achieving the MEETS and MASTERS grade level standard on STAAR by __%.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 1) Provide district and campus trainings in the area of accommodations and designated supports. (BG2, BG3)	35%	55%	65%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) Provide campus reviews with teachers and campus administrators on student academic performance. (BG2, BG3)	25%	50%	75%	

Strategy's Expected Result/Impact: -increase communication between campus administrators and teachers
-increase monitoring of student progress
-increase academic state performance
-increase academic classroom performance

Staff Responsible for Monitoring: Director
-Supervisor
-Educational
Diagnosticians

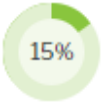
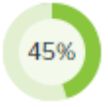
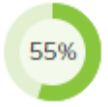
Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7 3) Coordinate with ELA department and provide trainings to ELA teachers and special education teachers on targeted instruction. (BG1, GB2, BG3) **Strategy's Expected Result/Impact:** -increase communication and teacher planning between ELA general education teachers and special education teachers -increase monitoring of student progress -increase performance academic state assessments -increase academic classroom performance -increase IStation progress monitoring -increase lexile progress monitoring **Staff Responsible for Monitoring:** -Special Education Director -Special Education Supervisor -ELA Director -ELA strategists -ELA instructional coaches -Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	45%	50%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4)Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. (BG1, BG2, B3) **Strategy's Expected Result/Impact:** -increase student reading performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	15%	55%	60%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 5) Provide online assessment resources to students in preparation of online state assessments. (BG2, BG3) **Strategy's Expected Result/Impact:** -increase student preparation in navigating online assessment resources -increase online state assessment performance **Staff Responsible for Monitoring:** -Director -Supervisor -Campus administrators -Special education teachers -Campus technicians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	65%	70%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7 6) Recognize student academic performance. (BG2) **Strategy's Expected Result/Impact:** -increase teacher communication between general education teachers and special education teachers -increase student academic performance **Staff Responsible for Monitoring:** -Director -Special education teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 7) Provide academic support through supplemental resources to campuses. (BG2 BG3) **Strategy's Expected Result/Impact:** -increase student academic performance **Staff Responsible for Monitoring:** -Director -special education teachers -campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 8) Provide campus support by conducting classroom walkthroughs and monitoring the provision of student services in the classroom. (BG1, BG2, BG3) **Strategy's Expected Result/Impact:** -increase in academic state performance -increase in classroom performance **Staff Responsible for Monitoring:** Director -Supervisor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	45%	60%	70%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 9) Provide teachers training on district data monitoring resources to improve student progress monitoring. (BG1, BG2, BG3) **Strategy's Expected Result/Impact:** -increase student academic performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	40%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Runn Elementary will create an inviting educational climate that enhance learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 4: Increase by __% points, from last year, the number of students identified as LEP students that achieve the MEETS and MASTERS grade level standard on STAAR/EOC.

Summative Evaluation: Significant progress made toward meeting Objective

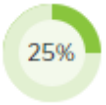
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Implement programs such as LUCHA and/or Achieve 3000 so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English. **Strategy's Expected Result/Impact:** Increased student performance (District, EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Director; ELL strategists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	20%	40%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 2) Coordination between Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks and/or curriculum **Strategy's Expected Result/Impact:** Increased student performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Director and Core Area Directors and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	20%	40%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 3) Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. **Strategy's Expected Result/Impact:** Increase L1/L2 literacy development of identified LEP **Staff Responsible for Monitoring:** Bilingual/ESL Department and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	15%	40%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 4) Implement Simultaneous Biliteracy program. **Strategy's Expected Result/Impact:** Increase student performance (District, STAAR) **Staff Responsible for Monitoring:** Bilingual/ESL Department Director and Strategists, Core Directors, Chief Academic Officers, and LA coaches and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 CSF 7 5) Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs (Brewester's Guacamaya Enterprises, Pearson, American Learning Company Velasquez Press, National Geographic, Houghton Mifflin, American Reading, Dr. Steven Schneider, Scholastic grammar books, Learning A-Z, Millmark Education, Poetry Friday, Wings Press, Overlooked Books, Brilliant Education, Lupe Lloyd and Associates, Teacher Created Materials, etc.). **Strategy's Expected Result/Impact:** Increase student performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Department, Core Directors, Campus Department, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 6) Maintain up-to-date instructional technology, resources, materials, and/or supplies in bilingual, ESL, SLD, ELD, ESL Co-Teaching, ESOL, and LUCHA classrooms/department in order to serve students more effectively; update administrative technology/materials,resources/supplies and/or fixed assets (shelving, desks, tables) as needed to facilitate bilingual/ESL program management. (Gateway, Mid Valley Supply, Barnes & Noble, Lakeshore, DISD Warehouse, etc...) Renew Reading A-Z annually as part of this initiative. **Strategy's Expected Result/Impact:** Increase Student Performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 7) Facilitate the bilingual/ESL education director, ELL strategists, Core Content Directors, Core Content Strategists, Campus Administrators, and Teachers' attendance of training sessions, school visits, and conferences (such as Title III, TABE, School Improvement, Testing, Administrator, Region One, ABYDOS, Assessment Conference, Texas Assessment Conference, ACET etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support. **Strategy's Expected Result/Impact:** Increase Student Performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administration, Teachers, Core Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	30%	50%	100%

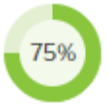
No Progress | Accomplished | Continue/Modify | Discontinue

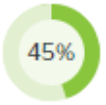
Goal 3: Runn Elementary will create an instructional environment that will enhance the learning and academic performance of all students and create an awareness in order to increase the percentage of graduates demonstrating college/career/military readiness when they reach the high school level.

Performance Objective 1: Recruitment of Qualified Personnel: The campus will reduce the number of personnel not qualified and/or certified and will meet or decrease the state average for teacher turnover.

Evaluation Data Sources: The campus will recruit highly qualified candidates for teacher vacancies.

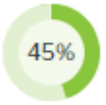
Summative Evaluation: Significant progress made toward meeting Objective

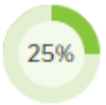
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement the appraisal system of campus staff according to established procedures and policy and follow through with improvement needs. **Strategy's Expected Result/Impact:** Eduphoria Walkthrough reports TEAMS Reports **Staff Responsible for Monitoring:** Campus Admin.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campus principal and CLPAC members will be involved in recruiting, interviewing and recommending professional personnel. **Strategy's Expected Result/Impact:** Interview questionnaires **Staff Responsible for Monitoring:** Campus Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: TTESS training for professional staff **Strategy's Expected Result/Impact:** PD powerpoint/manual agenda for the training Sign -in sheet **Staff Responsible for Monitoring:** Campus Administration				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Ensure parents have regular access to readable information about their children's school activities **Strategy's Expected Result/Impact:** Newsletters grade level letter to parent **Staff Responsible for Monitoring:** Teachers Administrators Counselor Parent Educator				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Invite parents to act as partners in the school decision making process **Strategy's Expected Result/Impact:** Minutes from the meeting sign in logs **Staff Responsible for Monitoring:** Teachers Administrators Counselor Parent Educator				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Offer parent education classes. **Strategy's Expected Result/Impact:** Agendas Program flyers **Staff Responsible for Monitoring:** Counselor Parent Educator				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Parents are encouraged to remind students about student celebrations (incentives) such as lock ins. **Staff Responsible for Monitoring:** Teachers Parent Educator				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Runn Elementary will create an instructional environment that will enhance the learning and academic performance of all students and create an awareness in order to increase the percentage of graduates demonstrating college/career/military readiness when they reach the high school level.

Performance Objective 2: Retention of Qualified Personnel: The campus will develop a plan to retain teacher and decrease the state average for the teacher turnover rate.

Evaluation Data Sources: The campus will have a 0% turnover rate of teachers.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teacher Incentives for the retention of qualified professionals. Includes - Mid Year Staff incentive - Perfect Attendance - Teacher Appreciation week - End of the Year Staff -Breakfast/Luncheon - Teacher of the Year - 2 hour lunch - Retirement Plaques **Strategy's Expected Result/Impact:** Attendance Reports Academic Reports TTESS weekly observations **Staff Responsible for Monitoring:** Administration	25%	45%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide all staff 2019-2020 Academic Planners & motivational staff lapel pins to encourage and foster the teamwork concept. **Strategy's Expected Result/Impact:** POs Teacher Roster signed sheet **Staff Responsible for Monitoring:** Administration Secretary	25%	45%	65%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Teachers will meet with the principal and or counselor to alleviate any existing teacher/student problems **Strategy's Expected Result/Impact:** conference minutes **Staff Responsible for Monitoring:** Administration	15%	30%	50%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Assign mentors to all first year teachers. **Strategy's Expected Result/Impact:** Mentor logs **Staff Responsible for Monitoring:** Administration	0%	0%	0%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide staff with office supplies needed for successful implementation of activities to reach campus performance goals. Upgrade Admin, clerical, nursing department and counselor's clerk computer/printers. **Strategy's Expected Result/Impact:** Inventory reports **Staff Responsible for Monitoring:** Administration Counselor Teachers **Funding Sources:** Classroom Supplies, Report Cards, Progress Reports, Technology Supplies - Local (199) - 199.11.6399.00.105 - $862	20%	45%	55%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Teacher incentives for the retention of qualified professionals. Includes End of Year Staff Breakfast/Luncheon Back to School Incentives School Calendars - Positive Promotions **Strategy's Expected Result/Impact:** Monthly Calendar with events POs Requisitions CLPAC minutes **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local (199) - 199.12.6499.00.105.11.0.00 - $500	35%	50%	60%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Upgrade/replace bio metric clocks. **Strategy's Expected Result/Impact:** POs **Staff Responsible for Monitoring:** Administration	0%	0%	0%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide training on campus policies, curriculum, timelines, resources, grade book and lesson plans. *TEAMS *Eduphoria *Aware **Strategy's Expected Result/Impact:** Eduphoria reports **Staff Responsible for Monitoring:** Administration and Lead Teacher	15%	40%	55%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Allow for office clerical staff to attend training/workshops pertaining to their responsibilities and duties. **Strategy's Expected Result/Impact:** Region One transcript Eduphoria reports Travel **Staff Responsible for Monitoring:** Principal Curr. Spec. Clerical Staff Teacher Assistants				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Runn Elementary will create an instructional environment that will enhance the learning and academic performance of all students and create an awareness in order to increase the percentage of graduates demonstrating college/career/military readiness when they reach the high school level.

Performance Objective 3: Capacity Building of Administrative Staff: The campus will build capacity of administration staff in order to continue implementing effective leadership.

Evaluation Data Sources: Administrative staff will provide proof of attendance to content related conferences and training.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Purchase a laptop or Microsoft Surface Pro 6 for principal to comply with walkthroughs observations, research best practices as well as retrieve assessment data for all teachers. **Strategy's Expected Result/Impact:** POs Requisition **Staff Responsible for Monitoring:** Principal Secretary **Funding Sources:** Principal Laptop - Local (199) - 199.23.6395.00.105 - $1,000, Accessories for laptop - Local (199) - 199.23.6399.00.105 - $200	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Principal & Curriculum Specialist will attend the following conference: * Annual State Assessment **Strategy's Expected Result/Impact:** Conference registration form Travel Request form POs **Staff Responsible for Monitoring:** Principal Curriculum Specialist **Funding Sources:** 255.13.6411.00.105.24.0.20 - Teacher/Principal (255) - $1,500	55%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Principal & Curr. Spc. will attend *2019 Legal Digest *2019 Texas Safety Conference **Strategy's Expected Result/Impact:** Conference registration form Travel Request form Purchase Order **Staff Responsible for Monitoring:** Principal Curr. Spc. secretary	0%	0%	0%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Principal and counselor will attend the 24th Annual Counselor's Institute and/or the 9th Annual CEU/CME Conference as recommended by the district and the 2019 Texas Safety Conference **Strategy's Expected Result/Impact:** Conference registration form Travel Request form Purchase Order **Staff Responsible for Monitoring:** Principal Secretary Counselor	5%	15%	35%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Admin, teachers and TA's will attend regional trainings, free or with cost. **Strategy's Expected Result/Impact:** PO's Requisition Travel **Staff Responsible for Monitoring:** Principal Curr. Spec. Counselor Teachers Librarian **Funding Sources:** Region 1 trainings for Counselor - Local (199) - 199.31.6239.00.105 - $100, Region 1 trainings for Counselor - Title IV 289 - 289.31.6239.00.105 - $300, Region 1 Trainings for Principal - Teacher/Principal (255) - 255.23.6329.00.105 - $150	20%	40%	50%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Purchase of software and technology equipment such as data card and/or hot spot access to use for office usage and storage supplies such as bags and cases. **Strategy's Expected Result/Impact:** purchase order requisitions **Staff Responsible for Monitoring:** Campus Admin **Funding Sources:** Front Office Supplies - Local (199) - 199.23.6399.00.105 - $500, Plan4Learning - Local (199) - 199.23.6399.00.105 - $800, Data Card for Principal - Local (199) - 199.51.6256.00.105 - $420	10%	20%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Purchase a signature stamp for the front office departments: PEIMS, Counselors, secretary, Curriculum Specialist and principal. **Strategy's Expected Result/Impact:** attendance reports, report cards, certificates **Staff Responsible for Monitoring:** Campus Admin	10%	15%	25%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide face to face and online technology integration opportunities for all teachers during the day, after school. **Strategy's Expected Result/Impact:** Eduphoria sign-ins, online program certificates **Staff Responsible for Monitoring:** Campus Technology representatives	10%	20%	25%	→

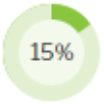
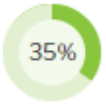
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 3: Runn Elementary will create an instructional environment that will enhance the learning and academic performance of all students and create an awareness in order to increase the percentage of graduates demonstrating college/career/military readiness when they reach the high school level.

Performance Objective 4: Office Training: The office personnel will attend office training to improve office/clerical skills.

Evaluation Data Sources: The staff will be required to attend two training per semester and provide proof of attendance to the principal.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus secretary will utilize fax machine, copy machine and printers. The following items are essential for production: a. ink cartridges: * parent letters * staff meeting agendas * staff meeting handouts * Eduphoria attendance sign-in sheets * etc. * General Office Supplies * Copier lease **Strategy's Expected Result/Impact:** POs requisitions quotes **Staff Responsible for Monitoring:** Campus Admin, Secretary				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campus secretary and counselor's clerk will receive mileage for traveling to the various departments in Donna I.S.D. for conducting business on behalf of Runn Elementary. This will include but not limited to: * Local bank (approved by district) (student activity deposits) * Central office * Business office *Pick up/drop off student records at main Office or campuses **Strategy's Expected Result/Impact:** Mileage slips Budget printouts **Staff Responsible for Monitoring:** Campus Admin. Secretary **Funding Sources:** Secretary Mileage - Local (199) - 199.23.6411.00.105 - $400, Counselor Clerk Mileage - Local (199) - 199.31.6411.00.105 - $300, Principal Costs: TESA/TEPSA - Local (199) - 199.23.6411.00.105 - $400	15%	55%	65%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Runn Elementary will 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: Business and Finance:Performance Objective 1: The campus will ensure fiscal responsibility by reviewing campus internalcontrols and maintain proper allocation of resources to improve student achievement.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: All textbooks will be recovered and or replaced if lost. **Strategy's Expected Result/Impact:** receipts Textbook Audits*Revised Budget **Staff Responsible for Monitoring:** Assistant Principal	15%	45%	55%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Runn Elementary will 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: Expenditures: The campus will expect 100% of all allocated funds to be allocated towards expenditures based on theComprehensive Needs Assessment developed by its various leadership teams.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teacher,Campus/Office supplies: provide funds to purchase office supplies needed for training **Strategy's Expected Result/Impact:** supplies, Materials, Requisitions*Revised Budget **Staff Responsible for Monitoring:** Directors and Administration	20%	35%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide students and employees travel expenses including transportation, fees, and meals **Strategy's Expected Result/Impact:** Travel Requests and Transportation Request **Staff Responsible for Monitoring:** Principal **Funding Sources:** End of Year Awards Assembly at Fine Arts Transportation - Local (199) - 199.11.6494.00.105 - $300, Cover staff entry fees for staff attending school sponsored field trip - Local (199) - 199.11.6411.00.105 - $400	0%	0%	5%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Media Center Licenses, dues and Campus Operating Leases for copiers will be covered monthly **Strategy's Expected Result/Impact:** Budget and Contracted Services*Revised Budget **Staff Responsible for Monitoring:** Principal **Funding Sources:** Front Office Copier - Local (199) - 199.23.6269.00.105 - $3,000	5%	20%	40%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Teachers, Counselors. Media Specialist/Administration will be given the opportunity to attend various conferences and Region I trainings for updates. Teacher will in turn train campus staff on new activities and strategies. **Strategy's Expected Result/Impact:** travel Requests, Certificate of attendance, Agendas and Sign-In Sheets **Staff Responsible for Monitoring:** Administration **Funding Sources:** Conference Costs for teachers - Local (199) - 199.13.6411.00.105 - $450, TESA/TEPSA for Curriculum Spc - Local (199) - 199.13.6411.00.105 - $450	40%	50%	50%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide Incentives for Teachers throughout the school year for acknowledgement of dedication and commitment (Teacher Appreciation Week,Attendance, Christmas etc...) **Strategy's Expected Result/Impact:** Requisition *Revised Budge **Staff Responsible for Monitoring:** Principal **Funding Sources:** Principal Incentives - Local (199) - 199.23.6498.00.105 - $400, Teacher Incentives - Coke Activity Account 899 - 899.00.2190.00.105 - $431.96, Teacher Incentives - Faculty Account 897 - 897.00.2190.00.105 - $92.50	0%	25%	35%	100%

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

Goal 4: Runn Elementary will 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: Federal Programs: Intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the NCLB compliance application.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: I will expend all federal funds to enhance current programs and meet program intents. **Strategy's Expected Result/Impact:** Current programs enhanced **Staff Responsible for Monitoring:** Principal	15%	30%	45%	→

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

Goal 4: Runn Elementary will 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 4: Human Resources: The campus will maintain a 100% highly qualified status for the staffing requirements of the No Child Left Behind Act (NCLB).

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: All staff will be highly qualified under the NCLB and placed in the classrooms according to current certification. **Strategy's Expected Result/Impact:** Attestation **Staff Responsible for Monitoring:** HR Director &Principal	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All staff will be trained on T-TESS and or T-TESS refresher course will be offered to stay abreast of updates and changes **Strategy's Expected Result/Impact:** n-In Sheets, Agendas and all staff staff rated proficient. **Staff Responsible for Monitoring:** Administration	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Runn Elementary will 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 5: Human Resources: The campus will ensure that the records retention requirements of the Local Government Records Act(LGRA) will be met at 100%

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Student permanent records will kept confidential **Staff Responsible for Monitoring:** Administration &Counselors	10%	25%	40%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Schedule will be followed for record retention as directed by the district. **Staff Responsible for Monitoring:** Administratio	45%	55%	65%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Runn Elementary will 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 6: Human Resources: The campus will comply with 100% of requirements under Title IX of the Education Amendments of 1

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: All staff will be trained on the Title IX EducationAmendment which states "No person in the UnitedStates shall, in the basis of sex , be excluded from participation in, be denied the benefits of, or be subjected to discrimination. **Strategy's Expected Result/Impact:** Agenda & Sign-In Shee **Staff Responsible for Monitoring:** Administration &HR Director	35%	70%	80%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Runn Elementary will 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 7: Custodial Department: The campus will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain anenvironment that is conducive for learning at least 2 times per

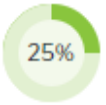
Summative Evaluation: Significant progress made toward meeting Objective

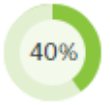
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will recognize custodial staff for outstanding maintenance, clean and sanitary environments. **Strategy's Expected Result/Impact:** selection Criteria, Certificates **Staff Responsible for Monitoring:** Administration	10%	30%	45%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Custodial Staff will be assigned to work in shifts **Strategy's Expected Result/Impact:** Time Sheets & Work Schedule **Staff Responsible for Monitoring:** Head Custodian &Principal	85%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Initiate a system for replacing housekeeping equipment and to make budgetary decisions.Purchase items such as paint and wax to maintain campus. **Strategy's Expected Result/Impact:** inventory & Log Requisitions & POs **Staff Responsible for Monitoring:** Director,Supervisor & Head Custodian	10%	30%	35%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Custodians will be evaluated for work performance at the end of the year. **Strategy's Expected Result/Impact:** Evaluations **Staff Responsible for Monitoring:** Director,Supervisor Campus Administration	15%	25%	50%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Establish a check list in which custodians will be evaluated by teachers. Purpose of the checklist is to promote and maintain outstanding clean and sanitary environments. **Strategy's Expected Result/Impact:** Monthly Checklist evaluations Conference minutes notated **Staff Responsible for Monitoring:** Admin. CLPAC Teachers				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Purchase equipment/supplies for custodial department to keep facility clean, safe, comfortable and in working order such as intercom, Golf Cart Maintenance, Radio Upgrades, Traffic Cones, tables, etc. **Strategy's Expected Result/Impact:** POs Requisitions **Staff Responsible for Monitoring:** Principal Head Custodian Secretary **Funding Sources:** Golf Cart & Radio Upgrades - Local (199) - 199.51.6319.00.105.99.0.00 - $500				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Runn Elementary will 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 8: Technology Department: The campus will improve the work orders completion to 85%, improve their inventory accuracy to 90%and meet 85% of the stated objectives in the District's Technology Plan

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Work orders will be submitted and followed up for completion. **Staff Responsible for Monitoring:** Administration &Secretary andteachers	10%	25%	40%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: Runn Elementary will 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 9: Maintenance Department: The campus will ensure that 95% of the work order requests are accurate and improve the completion rate from 90% to 95%

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Work Orders will be submitted on a per need basis **Strategy's Expected Result/Impact:** E-Mails for each request **Staff Responsible for Monitoring:** Office Staff	15%	35%	50%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Runn Elementary will 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 10: Warehouse Department: The campus will ensure that campus order requests will be completely processed and ensure delivery within 3 days

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Warehouse supplies will be received, stored and distributed to teachers upon request. **Strategy's Expected Result/Impact:** teacher Request Forms **Staff Responsible for Monitoring:** Administration	15%	25%	50%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Runn Elementary will 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 11: Transportation Department: The campus will ensure that 90% of the district's bus routes will be on time to drop off students.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will ensure that all students load the buses in a timely and orderly manner **Strategy's Expected Result/Impact:** Campus Procedures **Staff Responsible for Monitoring:** Administration &Teachers	35%	45%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Communicate with transportation via e-mail on issues arising with transportation **Strategy's Expected Result/Impact:** log of times buses arrive. **Staff Responsible for Monitoring:** Administration	10%	20%	65%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Runn Elementary will 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 12: Improve the digital environment for all staff members using the Atomic Learning and/or other tech training.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Each grade level will present an end of the year powerpoint/video to the parents at each assembly of campus events/learning throughout the year **Strategy's Expected Result/Impact:** al Projects presented at each assembly **Staff Responsible for Monitoring:** Administration MTT's	15%	25%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All staff will be provided with training on Atomic Learning, Dojo, Smartboard, and One Drive to ensure integration of Technology. All trainings will be done based on a district timeline and deadline. **Strategy's Expected Result/Impact:** Walkthroughs Lesson Plans Sign In Sheets **Staff Responsible for Monitoring:** MTT's	25%	25%	30%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: All staff will participate in the District Technology Advancement Analysis. **Strategy's Expected Result/Impact:** 100% Staff Participation Survey Monkey Results Campus Data Review **Staff Responsible for Monitoring:** Principal	0%	0%	0%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Develop campus technology plan and align it to the districts plan. Campus technology plan will include staff development for all teachers, administrators, paraprofessionals and office staff **Strategy's Expected Result/Impact:** Master Schedule Classroom observations **Staff Responsible for Monitoring:** Admin Teachers Para-Professionals	25%	35%	45%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Purchase of software and technology equipment. *Laptops *Data card *Hot spot access Purchase signature stamp, and office supplies as needed. **Strategy's Expected Result/Impact:** Purchase Orders Requisitions **Staff Responsible for Monitoring:** Campus adminstration	5%	10%	40%	→

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide face to face and online technology integration opportunities for all teachers during the day, after school. **Strategy's Expected Result/Impact:** Campus Technology Team Evidence Eduphoria sign in sheets Online Program Certificate of Completions **Staff Responsible for Monitoring:** Campus Technology Representatives	5%	10%	25%	100%

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

Goal 4: Runn Elementary will 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 13: Ensure the safety being continuously use and update Keyless entry system by fulfilling work orders and repair request.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: To ensure the safety of all, the repairs and work-orders as needed will be fulfilled. **Strategy's Expected Result/Impact:** Safety for all **Staff Responsible for Monitoring:** Administration & Secretary	30%	40%	60%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Runn Elementary 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.

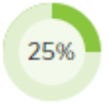
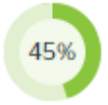
Performance Objective 1: Student Support Services: The campus will ensure our elementary students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

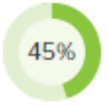
Summative Evaluation: Significant progress made toward meeting Objective

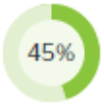
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Mini-lessons will be provided to students by counselors on responsibility, bullying, respect, fairness, trustworthiness and citizenship. Box Out Bullying Presenter will be invited to speak to students **Strategy's Expected Result/Impact:** Office referrals will be reduced 289. **Staff Responsible for Monitoring:** Administration Counselors Teachers	10%	30%	45%	100%

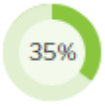
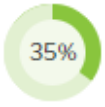
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Serve students on a per need basis through counseling, supplies, and clothing referrals **Strategy's Expected Result/Impact:** -Student list will be submitted to appropriate dept. -Referrals on a per need basis **Staff Responsible for Monitoring:** Administration and Counselors **Funding Sources:** Clothing Vouchers - Title I (211) - 211.32.6499.00.105.24.0.00 - $1,000	20%	45%	60%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Teachers/Counselors will integrate character lessons and real life experiences with the Love of Christ community. As a token of appreciation, students will have several musical performances after their Christmas gift. **Strategy's Expected Result/Impact:** Invitation Agenda Christmas Program Purchase Order **Staff Responsible for Monitoring:** Counselor Teachers Para-professionals Parent Educator **Funding Sources:** Love of Christ Activities - Local (199) - 199.31.6499.00.105 - $110				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Counselor will promote a drug free life during red ribbon week and say NO to drugs by presenting and inviting guest speakers. (Oscar Munoz) Students will be provided with Red Ribbon trinkets and/or wear campus red ribbon t-shirts. **Strategy's Expected Result/Impact:** Purchase Orders Sign In Sheets Schedules Invitations Acct 865. Acct 289. **Staff Responsible for Monitoring:** Administration & Counseling Dept. **Funding Sources:** Consultant Services - Oscar MuA+-oz - Character Ed - Title IV 289 - 289.31.6291.00.105 - $2,500, Red Ribbon/Drug Free Incentives, Counseling After Discipline - Title IV 289 - 289.31.6499.00.105 - $1,686, - Title IV 289 - 289.31.6498.00.105.11.0.00 - $1,808				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: The staff will be trained on District Policies on Protecting Children. **Strategy's Expected Result/Impact:** Sign-In Sheets **Staff Responsible for Monitoring:** Administration & Nurse				

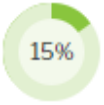
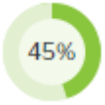
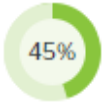
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: The entire campus will promote higher education by wearing University shirts by grade level and displaying banners in the hallway. **Strategy's Expected Result/Impact:** Students will gain knowledge of Universities and opportunities in the real-world. 863.00. **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: The counselor will be meeting with students after discipline referrals have been processed. **Strategy's Expected Result/Impact:** The students will take ownership and feel welcomed in a risk free environment. 863.00 **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: The entire campus will promote school spirit by wearing School Shirts. **Strategy's Expected Result/Impact:** The students will take ownership and feel welcomed in a risk free environment. 863.00. **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: The counselor with provide students the opportunity to a Career Day by inviting stakeholders from the community. Will provide a goodie bag for all speakers. **Strategy's Expected Result/Impact:** Purchase Orders Invitation/Agenda Survey pictures of the event **Staff Responsible for Monitoring:** Counselor Teachers **Funding Sources:** Career Day - Local (199) - 199.31.6499.00.105 - $300				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: The campus will be equipped with a door entry system. **Strategy's Expected Result/Impact:** Ensure safety for the campus **Staff Responsible for Monitoring:** Campus Admin. Office Staff **Funding Sources:** Security Installation - Title IV 289 - 289.52.6299.00.105.11.CS - $3,530.40, Security Equipment - Title IV 289 - 289.52.6395.00.105.11.0.CS - $4,252.80, Security Equipment - Title IV 289 - 289.52.6399.00.105 - $1,916.80				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: All students will have a student ID to wear at all times. **Strategy's Expected Result/Impact:** Ensure the safety of all students Purchase Orders **Staff Responsible for Monitoring:** Teachers Campus Admin Office Staff				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Runn Elementary 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: Nutrition/Food Services: The campus will provide nutritional meals to 100% of all Pk-5th students to support academic success.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: All students will be provided an opportunity to eat a nutritional meal. **Strategy's Expected Result/Impact:** Breakfast rosters will indicate the students choice **Staff Responsible for Monitoring:** Teachers and Food service management	35%	35%	50%	100%

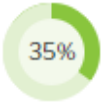
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students in grades 2nd - 5th will be given an opportunity to make a food choice during lunch to encourage them to eat **Strategy's Expected Result/Impact:** Menu will document food choices **Staff Responsible for Monitoring:** Food service management & administration	35%	35%	50%	100%

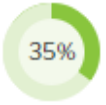
0% No Progress 100% Accomplished Continue/Modify Discontinue

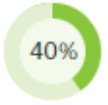
Goal 5: Runn Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 3: Nursing/Health Services: The campus will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis, and Acanthosis Nicrigans and ensure that 95% of all students immunizations are up to date before submitting Annual Immunization report in October.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Students will be screened for vision, hearing, Acanthosis Nicrigans on a designated pull out basis **Strategy's Expected Result/Impact:** A TEAMS report is submitted with dates that students were screened **Staff Responsible for Monitoring:** Head Nurse & Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Upon registration parents must submit proper immunization documentation to ensure all immunizations are up to date **Strategy's Expected Result/Impact:** Student data is submitted in PEIMS **Staff Responsible for Monitoring:** Head Nurse and Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Expenditures will be used directly & exclusively for providing physical health services to students, including activities providing students appropriate medical, dental and nursing services **Strategy's Expected Result/Impact:** *Revised Budget **Staff Responsible for Monitoring:** Counselors & Nurse				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Investigate and diagnose student social needs arising out of the home, school or community and provide assistance on a per need basis **Staff Responsible for Monitoring:** Counselors & Nurse	30%	35%	45%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Runn Elementary 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: Risk Management: The campus will ensure that 85% of all campus employees have an effective Emergency Operations Planning place by the 1st 6wks.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: All campus employees will be trained on an emergency exit plan **Strategy's Expected Result/Impact:** Sign in sheet **Staff Responsible for Monitoring:** Administration	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All classroom teachers will be provided with an emergency exit map to post by their classroom door. **Strategy's Expected Result/Impact:** Sign-in Sheet **Staff Responsible for Monitoring:** Administration	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: A fire drill will take place before the end of the six weeks to monitor the effectiveness in which students and staff exit **Strategy's Expected Result/Impact:** Documentation of fire drill taking place **Staff Responsible for Monitoring:** Administration	30%	35%	65%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Runn Elementary 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: Insurance: The campus will ensure that 100% of all employees, students and facilities have insurance coverage during the full contract period.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus employees will be given the opportunity to attend a presentation on insurance opportunities **Strategy's Expected Result/Impact:** Agenda & sign-in sheet **Staff Responsible for Monitoring:** Risk Management Director & Administration	75%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Parents will be provided with an opportunity to enroll their children in a district approved student accident insurance (The Brokerage Store) **Strategy's Expected Result/Impact:** Enrollment forms will be sent home with all students **Staff Responsible for Monitoring:** Risk Management Director & Campus Administration	25%	25%	45%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Runn Elementary 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: Police Department: The campus will decrease the number of cases that fall under the mandatory DAEP or Expulsion offenses by 10% each year by increasing the visibility and proximity to students at the campus.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Donna I.S.D PD officers are invited to come and speak with students who are at risk of committing a mandatory DAEP infraction **Strategy's Expected Result/Impact:** Sign-In Sheets, Emails sent when submitting for a request of an officer **Staff Responsible for Monitoring:** Counselors & Administration	25%	40%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campus security guard and/or administration will keep a closer look at children who are at risk of committing a mandatory DAEP placement infraction during lunch duty, recess, and any other transitional time **Strategy's Expected Result/Impact:** Decrease in discipline referrals **Staff Responsible for Monitoring:** Campus security guard and administration	20%	30%	45%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Students who are at risk of committing a mandatory DAEP placement will be part of the campus Project Hope **Strategy's Expected Result/Impact:** Documentation for students being served through this program **Staff Responsible for Monitoring:** Counselors, teachers,parent educator, and administrators	25%	30%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Software purchased is to be used by the Police Officer on campus for accessing shared police reports from database file. **Strategy's Expected Result/Impact:** Purchase Order **Staff Responsible for Monitoring:** Principal Police Officer	✗	✗	✗	✗

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

Goal 5: Runn Elementary 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 7: Drop Out Prevention: The campus will increase the attendance rate from ___ to ___ for all students.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify and provide RTI, tutoring, counseling and school/community resources to homeless students. **Strategy's Expected Result/Impact:** Students will master state administered assessments and district benchmarks. **Staff Responsible for Monitoring:** Teachers, Counselors & Administration	25%	40%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Conduct 6 wk. attendance audits and study trends to target populations and maintain accurate records. **Strategy's Expected Result/Impact:** 6 weeks attendance reports through Teams. **Staff Responsible for Monitoring:** Attendance Clerk & Administration	25%	35%	40%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Follow district written protocol to address truancy and attendance reports. **Strategy's Expected Result/Impact:** Warning Letters **Staff Responsible for Monitoring:** Administration	35%	40%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: The campus will form a campus based attendance committee. **Strategy's Expected Result/Impact:** ADA and enrollment data **Staff Responsible for Monitoring:** Administration	30%	35%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: The campus will inform parents on attendance rules, credit, denial promotion and truancy. **Strategy's Expected Result/Impact:** Phone Logs, Meetings & Sign In Sheets. **Staff Responsible for Monitoring:** Administration, Attendance Clerk, Parent Educator & Attendance Helpers	20%	45%	55%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Examine attendance records and follow up on student absences and truancy. **Strategy's Expected Result/Impact:** Campus Referrals and Truancy Court Records **Staff Responsible for Monitoring:** Attendance Clerk & Administration	15%	25%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Maintain 100% attendance in students taking the STAAR Assessment. Ensure all students are present by monitoring attendance reports. **Strategy's Expected Result/Impact:** Attendance Reports on the day of testing. **Staff Responsible for Monitoring:** Attendance Clerk , Teachers & Administration.	0%	20%	30%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: The campus will reward students every 6 wks and at the end of the semester/year for attendance. Student names will be displayed every 6 wks. **Strategy's Expected Result/Impact:** Campus Attendance Reports **Staff Responsible for Monitoring:** All Stakeholders	5%	25%	100%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: Attendance helpers will make parent contact that same morning of reported student absence. **Strategy's Expected Result/Impact:** Phone Logs **Staff Responsible for Monitoring:** Administration	Sept	Dec	Mar	June
	20%	30%	55%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
Strategy 10: Teachers will track attendance on a chart in the classroom on a daily basis. **Strategy's Expected Result/Impact:** Chart **Staff Responsible for Monitoring:** Administration	Sept	Dec	Mar	June
	40%	50%	65%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
Strategy 11: Leavers will be received and be accounted for. **Strategy's Expected Result/Impact:** Phone logs Meetings Sign in sheets **Staff Responsible for Monitoring:** Admin Attendance/PEIM Parent Ed.	Sept	Dec	Mar	June
	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Runn Elementary 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 8: Physical Education: The campus will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Collect fitness data for all 3rd-5th grade students using the Fitness Gram. **Strategy's Expected Result/Impact:** Fitness Gram annual data **Staff Responsible for Monitoring:** PE Coach Principal	5%	15%	25%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health. **Strategy's Expected Result/Impact:** Lesson Plans & On-line curriculum Fitness gram annual data **Staff Responsible for Monitoring:** PE Coach, Administration & Directors	15%	25%	35%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. **Staff Responsible for Monitoring:** HR Department	55%	65%	65%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Ensure campus has a parent representing Runn in the SHAC (Student Health Advisory Committee) **Strategy's Expected Result/Impact:** agendas & sign-ins **Staff Responsible for Monitoring:** Parent Educator & Administration	30%	35%	45%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Students will partake in field day as part of the end of the year events. Students will be awarded ribbons for each event. The campus will provide water bottles to ensure students stay hydrated. **Strategy's Expected Result/Impact:** Purchase Orders 865.00.2190.00.118.0.00.0=$80.00 **Staff Responsible for Monitoring:** Principal, PE Coaches and Teachers	0%	25%	35%	→

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Will update PE equipment through fundraisers. **Strategy's Expected Result/Impact:** Purchase Orders 865.00.2190.00.118.0.00.0=$397 **Staff Responsible for Monitoring:** Principal, PE Coaches	0%	20%	35%	→

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

Goal 5: Runn Elementary 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 9: Safety Supplies & Equipment: The campus will provide necessary PPE, cleaning supplies and general supplies in order to maintain a safe and clean environment for students and staff. The campus will provide the necessary office supplies to ensure safe disposal of documents, PPE, and general supplies.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Students will receive appropriate PPE such as masks, gloves, and face shields to use upon return to on-site.	40%	40%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Staff will receive appropriate PPE such as masks, gloves, and face shields, cleaning supplies and general supplies to use on campus in order to ensure the safety of all stakeholders.	40%	50%	65%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: The campus will provide the necessary office supplies to ensure safe disposal of documents, PPE, and general supplies. Items such as trash cans, liners, and shredder will be provided for classrooms and office areas. **Strategy's Expected Result/Impact:** Decrease the amount of contamination and ensure safe disposal **Staff Responsible for Monitoring:** Administrators, teachers, custodial staff and office personnel **Funding Sources:** - Title IV 289 - 289.31.6399.00.105.11.0.00 - $2,500	45%	50%	85%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: Runn Elementary 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: Campus Improvement Plan: The flow of communication between the campus and district will be coordinated through effective organization and management strategies throughout the school year.

Evaluation Data Sources: 100% of CIP Summative Evaluation Reports will be completed by the end of the school year.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Discuss and distribute the approved CIP to all campus staff and monitor on a monthly basis to ensure that activities are being implemented by staff. **Strategy's Expected Result/Impact:** Monthly meeting agendas CLPAC minutes **Staff Responsible for Monitoring:** Administration and CLPAC	35%	45%	55%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Review, update and evaluate the the campus instructional goals and objectives and the progress in reaching those goals. **Strategy's Expected Result/Impact:** Monthly meeting agendas CLPAC minutes **Staff Responsible for Monitoring:** Administration and CLPAC	45%	55%	65%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Hold CLPAC meetings on a 6 weeks basis in which student performance and campus improvement planning effectiveness is discussed. **Strategy's Expected Result/Impact:** Monthly CLPAC minutes Sign-in sheet agendas **Staff Responsible for Monitoring:** Administration and CLPAC	15%	25%	40%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Hold regular staff meetings to provide effective communication to all staff members. **Strategy's Expected Result/Impact:** Monthly staff anecdotal notes/ minutes Sign-in sheet agendas **Staff Responsible for Monitoring:** Administration and CLPAC	30%	40%	40%	100%

Strategy 5 Details	Reviews			
Strategy 5: Review with CLPAC the process of writing an effective CIP **Strategy's Expected Result/Impact:** CIP drafts **Staff Responsible for Monitoring:** Administration	Formative			Summative
	Sept	Dec	Mar	June
	25%	35%	35%	100%

Strategy 6 Details	Reviews			
Strategy 6: Head teachers hold periodic grade level meetings todiscuss campus improvement plan goals. Grade levels will decide if staff development is needed to help reach those goals. **Strategy's Expected Result/Impact:** Monthly grade level anecdotal notes/ minutes Sign-in sheet agendas **Staff Responsible for Monitoring:** Head Teachers Grade Level Teachers Administrators	Formative			Summative
	Sept	Dec	Mar	June
	45%	50%	60%	100%

Strategy 7 Details	Reviews			
Strategy 7: Elect Campus and District Advisory Committee Members **Strategy's Expected Result/Impact:** Monthly CLPAC anecdotal notes/ minutes Sign-in sheet agendas **Staff Responsible for Monitoring:** Administration and CLPAC	Formative			Summative
	Sept	Dec	Mar	June
	100%	100%	100%	100%

Strategy 8 Details	Reviews			
Strategy 8: Inform parents of any changes in the discipline management plan **Strategy's Expected Result/Impact:** parent meetings documentation sign in sheets agendas **Staff Responsible for Monitoring:** Administration Teachers	Formative			Summative
	Sept	Dec	Mar	June
	30%	35%	50%	

Strategy 9 Details	Reviews			
Strategy 9: Ensure that there is a parent present at all CLPAC meetings to represent the parent body. **Strategy's Expected Result/Impact:** CLPAC anecdotal notes/minutes sign in sheets **Staff Responsible for Monitoring:** Administration and CLPAC	Formative			Summative
	Sept	Dec	Mar	June
	25%	35%	70%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide a monthly calendar of events to parents **Strategy's Expected Result/Impact:** Monthly calendar with events **Staff Responsible for Monitoring:** Parent Educator Teachers	5%	30%	100%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: conduct parent meetings through Pre K department to help parents become confident in helping their children with reading and homework.Light refreshments will be served **Strategy's Expected Result/Impact:** Sign In Sheets Agendas Assigned materials **Staff Responsible for Monitoring:** Pre - K Teacher Curriculum Strategist Committee Members	30%	40%	55%	→

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: The campus personnel will be provided with campus orientation to include handbook, campus improvement plan, master schedules, communitees (CNA, CIP and etc.) **Strategy's Expected Result/Impact:** Policies and procedures will be addressed. walkthroughs meeting agendas sign in sheets **Staff Responsible for Monitoring:** Principal	100%	100%	100%	100%

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

Goal 6: Runn Elementary 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: Planning/Advisory Process: Shared and ownership will be implemented by the administrative staff, teachers, parents, business and community to positively impact student achievement.

Evaluation Data Sources: The planning will be evaluated by having 80% of strategies stated accomplished in the end of the year

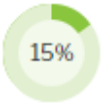
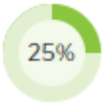
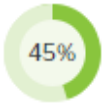
Summative Evaluation: Significant progress made toward meeting Objective

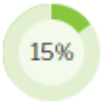
Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Communication between the DLPAC/CLPAC plans during the school year and staff meetings. **Strategy's Expected Result/Impact:** Attendance reports (sign-in sheets) **Staff Responsible for Monitoring:** Administration and CLPAC	Sept	Dec	Mar	June
	15%	45%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Review the implementation of activities and recommend policies impacting student achievement **Strategy's Expected Result/Impact:** Monthly staff anecdotal notes/ minutes Sign-in sheet agendas **Staff Responsible for Monitoring:** Principal	Sept	Dec	Mar	June
	20%	30%	35%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Evaluate CLPAC to determine effectiveness on student performance and planning process. **Staff Responsible for Monitoring:** Principal	Sept	Dec	Mar	June
	25%	35%	45%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Conduct, analyze and report the results of the campus climate survey to monitor effective school correlates **Strategy's Expected Result/Impact:** staff meeting **Staff Responsible for Monitoring:** CLPAC	Sept	Dec	Mar	June
	0%	15%	25%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Evaluate student language performance, home language survey to recommend language instruction placement and create cumulative folders for new to the district students. Also, will attend BOY, MOY and EOY LPAC update workshops at Region One **Strategy's Expected Result/Impact:** Monthly anecdotal notes/ minutes Sign-in sheet agendas **Staff Responsible for Monitoring:** Administration Counselor LPAC Committee				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Training will be conducted to all teachers on how and why we do a campus climate survey so they know the importance and the valuable data it provides. **Staff Responsible for Monitoring:** Administration				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Runn Elementary 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: Parental Involvement: The campus will develop a support network for parents in the community of parents, single parents and extended family.

Evaluation Data Sources: Number of students participating in educational services through school/community involvement will increase by10%.

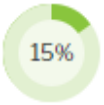
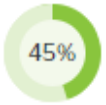
Summative Evaluation: Significant progress made toward meeting Objective

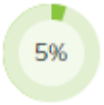
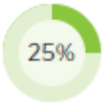
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Send parent newsletters home every six week **Strategy's Expected Result/Impact:** monthly calendars **Staff Responsible for Monitoring:** Teachers Parent Educator	15%	25%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Make parental contact daily and/or when needed **Strategy's Expected Result/Impact:** Parental logs **Staff Responsible for Monitoring:** Teachers Parent Educator	30%	45%	55%	100%

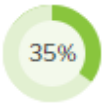
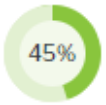
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Host a STAAR Parent meeting to inform parents about last year's results and the new expectations **Strategy's Expected Result/Impact:** Monthly staff anecdotal notes/ minutes Sign-in sheet agendas **Staff Responsible for Monitoring:** Campus Administration Teachers	0%	15%	25%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Parent Educator and Admin/Teachers will attend Region 1 meetings/trainings **Strategy's Expected Result/Impact:** Travel PO **Staff Responsible for Monitoring:** Parental Department	0%	20%	35%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide adequate supplies to conduct Parental Classes and events. Gateway or District Warehouse Light food items for schedules Parent meetings **Strategy's Expected Result/Impact:** PO **Staff Responsible for Monitoring:** Parent Educator Principal Secretary				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide Parent Center with supplies for parental involvement/teachers/staff use.ex.: 2 sewing machines **Strategy's Expected Result/Impact:** POs Requisitions List of needs **Staff Responsible for Monitoring:** Administration budget				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Post event pictures, announcement and calendar on school website for parent access. Post link to school website on letters being sent home to parents. **Strategy's Expected Result/Impact:** Letters Flyers Pictures **Staff Responsible for Monitoring:** Parent Educator Principal Campus Website Designee				

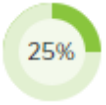
Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Runn will sponsor annual Spring and Fall Festival as parental and community outreach. **Strategy's Expected Result/Impact:** Letters Flyers Pictures Fundraising Forms **Staff Responsible for Monitoring:** Parent Educator Principal All Staff				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Runn Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process

Performance Objective 4: The campus will participate in various community events to promote teamwork and health awareness.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will build a Relay for Life team and raise funds through various activities. Proceeds will support the American Cancer Society. **Strategy's Expected Result/Impact:** Bank Deposit slips and purchase orders. **Staff Responsible for Monitoring:** Relay for Life Coach Counselor Nurse Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Runn Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process

Performance Objective 5: The campus will host various events to promote family engagement and parental involvement.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will host events: 16 de septiembre campus celebration Pastries with Parents Veterans Day Mother's day Muffins with Mom Dia del Nino **Strategy's Expected Result/Impact:** Increase the number of parental involvement to increase student success. **Staff Responsible for Monitoring:** Administration **Funding Sources:** Veterans' Day, Mothers' Day, 16 de septiembre & Awards Assembly Decoration - Local (199) - 199.11.6499.00.105 - $413, Veterans' Day, Mothers' Day, 16 de septiembre & Awards Assembly Decoration - Local (199) - 199.11.6499.00.105 - $79	0%	0%	0%	→

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

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	PPIS / Drug-Free Awards & Incentives	164.11.6498.00.105.30.0.00	$0.00
1	1	6	Headphones	164.11.6399.00.105	$365.00
1	1	6	Elmos	164.11.6399.00.105	$365.00
1	1	6	Projectors	164.11.6399.00.105	$366.00
				Sub-Total	$1,096.00
				Budgeted Fund Source Amount	$896.00
				+/- Difference	-$200.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Textbooks	199.11.6321.00.105	$300.00
1	1	6		199.23.6399.00.105.99.0.00	$423.18
1	1	6		199.12.6399.00.105.11.0.00	$1,199.00
1	1	6		199.11.6395.00.105.11.0.00	$1,000.00
1	1	6	Counselor's Office Supplies	289.31.6399.00.105.11.0.00	$940.00
1	1	6	Technology Supplies	199.11.6399.00.105.00.0.00	$100.00
1	1	7	Staff Development, Trainings or Conferences	199.13.6411.00.105	$75.00
1	1	17	Upgrade library books to include books for Battle of the Books	199.12.6329.00.105	$1,296.00
1	1	17	AR Books	199.13.6329.00.105.AR	$3,000.00
1	1	18	Copier Lease (Teacher Copier)	199.11.6269.00.105	$7,000.00
1	1	18	Intercom bell Changes	199.11.6299.00.105	$170.00
1	1	21	End of Year Trophies, Certificates & Medals	199.11.6498.00.105	$1,400.00
1	1	21		199.31.6499.00.105.99.0.00	$400.00
1	1	25	End of Year Celebrations	199.23.6499.00.105	$300.00
1	1	27	Region 1 Trainings (TAs)	199.13.6239.00.105	$500.00
1	1	27	Librarian Region Trainings	199.12.6239.00.105	$50.00
1	1	31		865.00.2190.00.105.00.0.00	$2,000.00
1	5	10	Bus Charges	199.11.6494.00.105.11.0.00	$300.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	8	1	Student Incentives, ribbons & medals	199.12.6498.00.105	$100.00
1	8	2	Author's Visit	199.12.6299.00.105	$400.00
1	8	5	Magazines, The Monitor	199.12.6325.00.105	$500.00
1	8	5	Light bulbs for projectors, ink	199.12.6399.00.105	$500.00
1	8	11	Battle of the Books bus	199.12.6494.00.105	$45.00
3	2	5	Classroom Supplies, Report Cards, Progress Reports, Technology Supplies	199.11.6399.00.105	$862.00
3	2	6		199.12.6499.00.105.11.0.00	$500.00
3	3	1	Principal Laptop	199.23.6395.00.105	$1,000.00
3	3	1	Accessories for laptop	199.23.6399.00.105	$200.00
3	3	5	Region 1 trainings for Counselor	199.31.6239.00.105	$100.00
3	3	6	Front Office Supplies	199.23.6399.00.105	$500.00
3	3	6	Plan4Learning	199.23.6399.00.105	$800.00
3	3	6	Data Card for Principal	199.51.6256.00.105	$420.00
3	4	2	Secretary Mileage	199.23.6411.00.105	$400.00
3	4	2	Counselor Clerk Mileage	199.31.6411.00.105	$300.00
3	4	2	Principal Costs: TESA/TEPSA	199.23.6411.00.105	$400.00
4	2	2	End of Year Awards Assembly at Fine Arts Transportation	199.11.6494.00.105	$300.00
4	2	2	Cover staff entry fees for staff attending school sponsored field trip	199.11.6411.00.105	$400.00
4	2	3	Front Office Copier	199.23.6269.00.105	$3,000.00
4	2	4	Conference Costs for teachers	199.13.6411.00.105	$450.00
4	2	4	TESA/TEPSA for Curriculum Spc	199.13.6411.00.105	$450.00
4	2	5	Principal Incentives	199.23.6498.00.105	$400.00
4	7	6	Golf Cart & Radio Upgrades	199.51.6319.00.105.99.0.00	$500.00
5	1	3	Love of Christ Activities	199.31.6499.00.105	$110.00
5	1	9	Career Day	199.31.6499.00.105	$300.00
6	5	1	Veterans' Day, Mothers' Day, 16 de septiembre & Awards Assembly Decoration	199.11.6499.00.105	$413.00
6	5	1	Veterans' Day, Mothers' Day, 16 de septiembre & Awards Assembly Decoration	199.11.6499.00.105	$79.00
				Sub-Total	$33,882.18

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$18,540.00
				+/- Difference	-$15,342.18

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	4 Elmos	211.11.6399.00.105	$1,764.00
1	1	6	Headphones	211.11.6399.00.105	$2,293.00
1	1	6	3 Projectors	211.11.6399.00.105	$1,164.00
1	1	6	Classroom Supplies to include warehouse	211.11.6399.00.105	$7,700.00
1	1	6	Reading Materials/Junior Story Works	211.11.6329.00.105	$250.00
1	1	7	Consultant Services	211.13.6291.00.105.24.0.00	$1,448.00
1	1	17	Upgrade library books to include books for Battle of the Books	211.12.6329.00.105	$500.00
1	1	32	Clothing Vouchers	211.32.6499.00.105.24.0.00	$1,000.00
1	8	7	Library Books	211.12.6329.00.105	$500.00
5	1	2	Clothing Vouchers	211.32.6499.00.105.24.0.00	$1,000.00
				Sub-Total	$17,619.00
				Budgeted Fund Source Amount	$33,702.00
				+/- Difference	$16,083.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	Staff Development, Trainings or Conferences	255.13.6411.00.105	$1,794.00
1	1	7	Consultant Services	255.13.6291.00.105.24.0.00	$552.00
3	3	2	255.13.6411.00.105.24.0.20		$1,500.00
3	3	5	Region 1 Trainings for Principal	255.23.6329.00.105	$150.00
				Sub-Total	$3,996.00
				Budgeted Fund Source Amount	$2,340.00
				+/- Difference	-$1,656.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	Books for PK Reading Center	263.11.6399.00.105	$809.00
1	2	7	Sing, Spell, Read & Write materials	263.11.6399.00.105	$1,000.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$1,809.00
				Budgeted Fund Source Amount	$1,830.00
				+/- Difference	$21.00

Student Activity 865					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	24		865.00.2190.00.105.00.000	$16,000.00
1	1	25		865.00.2190.00.105.00.00	$16,000.00
				Sub-Total	$32,000.00
				Budgeted Fund Source Amount	$16,000.00
				+/- Difference	-$16,000.00

Coke Activity Account 899					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	5	Teacher Incentives	899.00.2190.00.105	$431.96
				Sub-Total	$431.96
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$431.96

Faculty Account 897					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	5	Teacher Incentives	897.00.2190.00.105	$92.50
				Sub-Total	$92.50
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$92.50

Library Account (898)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	16	Library Field Trip	898.00.2190.00.105	$1,000.00
1	8	1	Library Field Trip	898.00.2190.00.105	$39.16
1	8	11	Battle of the Books Shirts	898.00.2190.00.105	$39.17
				Sub-Total	$1,078.33
				Budgeted Fund Source Amount	$1,061.00
				+/- Difference	-$17.33

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	5	Region 1 trainings for Counselor	289.31.6239.00.105	$300.00
5	1	4	Consultant Services - Oscar MuA+-oz - Character Ed	289.31.6291.00.105	$2,500.00
5	1	4	Red Ribbon/Drug Free Incentives, Counseling After Discipline	289.31.6499.00.105	$1,686.00
5	1	4		289.31.6498.00.105.11.0.00	$1,808.00
5	1	10	Security Installation	289.52.6299.00.105.11.CS	$3,530.40
5	1	10	Security Equipment	289.52.6395.00.105.11.0.CS	$4,252.80
5	1	10	Security Equipment	289.52.6399.00.105	$1,916.80
5	9	3		289.31.6399.00.105.11.0.00	$2,500.00
				Sub-Total	$18,494.00
				Budgeted Fund Source Amount	$4,940.00
				+/- Difference	-$13,554.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	15		282.11.6125.00.105.24.0.LL	$30,624.00
				Sub-Total	$30,624.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$30,624.00
				Grand Total Budgeted	$79,309.00
				Grand Total Spent	$141,122.97
				+/- Difference	-$61,813.97

Donna Independent School District

C. Stainke Elementary

2021-2022 Campus Improvement Plan

Mission Statement

The mission of C. Stainke Elementary is to nurture and educate students who are prepared, responsible, attentive and ready to embrace their future in a safe and supporting environment.

Vision

The vision of C. Stainke Elementary is to create a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere to prepare them to be responsible and productive global citizens.

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- Goal 1: Stainke Elementary 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. 32
- Goal 2: Stainke Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase. 41
- Goal 3: Stainke Elementary 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. 48
- Goal 4: Stainke Elementary 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 including field trips and out door activities. 67
- Goal 5: Stainke Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process. 91

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Comprehensive Needs Assessment

Demographics

Demographics Summary

How do we describe our school?

C. Stainke Elementary is an elementary school in Donna, Texas in the Donna I.S.D. school district. The campus houses Pre- Kinder -5th grade including a PPCD unit and a self-contained unit. It currently has a total of 478 students enrolled for the 2020-2021 school year. Stainke elementary is dedicated to ensuring all students receive a quality education. Stainke Elementary is considered a neighborhood school where most of our students are bussed or dropped off at the campus. The district is an open enrollment district and has been for the past 2 years, this allows parents to have a choice as to what school their children are enrolled in. Stainke elementary is a forerunner in setting itself apart from the other elementary schools in the district. The campus initiated afterschool clubs not offered at other elementary campuses. These clubs included but were not limited to; Chess club, Culinary club, Folkloric, Spelling club, Book club, Gardening club and Robotics. The Stainke robotics team is leading the district by garnering state recognition in competitions, by winning the NASA Mars rover challenge, they continue to set themselves apart.

Who are our stakeholders and are they included in the planning process as authentic, valuable, contributing partners in the development and implementation of the improvement plan?

The individuals who are invested in our campus include, the administration, teachers, staff members, parents, families, school board members, community members and local business members. These stakeholders understand the importance of having a successful campus and therefore encourage participation in activities that take place on our campus. Activities that the parents are invited to participate in include RtI, ARD and 504 meetings, celebration parades for students, meet the teacher, and CLPAC and DLPAC including parent participation and input. By supporting campus events, this guarantees the success of the campus.

Do our special programs align with the needs and desires of our students, parents, and community?

C. Stainke Elementary aligns its philosophy and beliefs to the needs and desires of our students, parents and community. Our mission is to nurture and educate in order to prepare students to embrace the future by providing a safe and supporting environment. We create a place where all students are encouraged to excel academically, socially, and emotionally preparing responsible, and productive global citizens. Special programs like the Gifted/Talented program allow for those students who achieve beyond the norm to be identified and then accommodated in the regular classroom setting, teachers implement lessons that challenge and encourage higher order thinking in these select students. The Bilingual program stands as a platform to help the English language learners in our school community. The bilingual program that has been implemented in the lower grades is Biliteracy, this seems to be a replica of the Dual language program which we the teachers were familiar with. The upper grades levels are working with the Early exit model and giving supports to the students in their language during instruction. The Special Education program that is implemented on our campus, includes the resource program, the Special Education teacher works with the student in the classroom setting allowing the child to continue to feel a part of the classroom. Stainke Elementary also supports a Pre-K program, students ranging from the ages of 3-4 years old get an early start in their academic journey. At C. Stainke Elementary teachers encourage all students to continuously do their best.

School environment Data

What are the student behavior trends including discipline referrals, suspensions, and expulsions? How are discipline issues affecting students and learning?

The current school year had no discipline referrals, suspensions, and expulsions. Due to Covid-19 pandemic and average of 67% of students were learning from home, and a 33% of

students were on campus. Students on campus were limited to their mobility in the classroom and this reflected in the student. This ensured the students kept in their own bubble and this resulted in less interaction, therefore limiting the chance of any misbehavior in the classroom.

What is the student's mobility and rate? What systems are in place to assist these students? Where do students go and come from?

Students mobility rate for the current school year was not yet available. The most current information available is from the 2018-2019 school year which was at 14.8%. The PEIMS clerk calls to determine the reason for the withdraw then it has to be coded on TEAMS. These students go and come from other states, and or school districts, this year we had 7 students who were withdrawn and left to Mexico, and one students family relocated to Japan.

What is the average class size, student-to-teacher ratio and student-to-staff ratio?

At Stainke Elementary the average class size is 20 students per teacher.

What are the attendance/tardy, truancy and drop-out/ retention rates? What trends are seen over the last 3-5 years? What strategies are in place to promote high attendance? What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance? What does the student level data reveal about excused absences, and unexcused absences and tardiness?

The attendance rate over the past five years has fluctuated. Data shows that from the year 2017 to 2021 C. Stainke has had an average attendance rate of 96.9% and this year the average is 98.73%. Monitoring attendance has been different this year. Due to the covid-19 pandemic and online learning teachers have undertaken the responsibility to ensure students login into classes daily and on a timely manner. When students fail to do so, the teachers are to immediately make contact with the parents via any means available. Teachers posted attendance by 9:45 A.M. if the teacher was not able to communicate with the parent the students were marked absent. Parents had until the end of the day to communicate with the teacher, if teacher was able to make contact with the parent by the end of the day and classwork was turned in, the students un-excused absence was changed to RAP. When there was no response from the parent's students are marked absent and then the attendance clerk will try to make contact with the parents as well. Our campus procedures to track and respond to unexcused absences our principal, counselor, and curriculum specialist made multiple home visits throughout the year and visited with those students who had multiple un-excused absences or making contact was difficult. Teachers in the classroom continued to contribute and promote perfect attendance and rewarded their students.

Students

Race/ Ethnicity (7 groups)

How many students do we serve by race/ethnicity? List the percentage of each group: African American, Asian, Hispanic, White, American Indian, Pacific Islanders, Two-or-More Races/

At C. Stainke 99.58% of the student population served are Hispanic and 0.19% are two or more races.

How do the number of males compare with females by grade level?

According to the data gathered 53% of the student population are males, and 47% of the population are females for the current school year.

How does this information differ from the previous 3-5 years?

Throughout previous years the student population has remained constant due to our area being Hispanic dominant.

Student Groups

The student groups we serve at C. Stainke are:

- Economically Disadvantage: 447 students, 93.51%
- English Language Learners: 227 students, 47.49%
- Migrants: 14 students, 2.93%
- Special Education: 48 students, 10.04%
- At- Risk: 377 students, 72.87%
- Title 1: 478 students, 100%
- Homeless: 20 students, 4.18%
- Foster Care: None
- Dyslexia: None
- Gifted and Talented: 40 students, 8.37%

What do we know about the needs of each of the groups of students we serve, especially those who are failing or at risk of failing?

C. Stainke has a total of 377 students who are At-Risk. The current coronavirus pandemic is having a profound impact, such as the closure of our schools to try and contain the spread of the virus. Due to this all of this we saw the greatest impact on our students, but especially on the most vulnerable ones who are more likely to face additional barriers. All of our student groups were deprived of physical learning opportunities, social and emotional support available in schools. Although our school did re-open in the fall of 2020 many students did not return to school, parents decided to keep their children at home and that they continue with online learning for the entire school year. For students who were attending school virtually, there may have been a parent, adult, or older sibling at home who was able to help them, yet others did not have that stability of someone offering that support that they needed.

Who are our staff members? How do their skills, training and certification align with our students' needs and demographics? Discuss the percentage of state certified (traditional certification and alternative certification methods), number years' experience, race/ethnicity, school leaders preparation and leadership capabilities. and how these differ from previous years.

C. Stainke Elementary is a school that has a very low staff mobility rate, staff members are content and this is noticeable by the fact that staff only moves when it is necessary, as per the district or when someone retires. This is in part to the school culture and climate, the staff is comfortable where they are and have a sense of loyalty to the school. The staff that makes up Stainke Elementary include, teachers, custodians, administration, cafeteria and other staff. There are currently 64 staff members at Stainke Elementary. The professional staff or teachers are numbered at 28, out of these 28 teachers 18 or 64% were certified through the traditional certification and 10 or 36% were certified by alternative certification. Teachers at Stainke Elementary are predominantly of Hispanic origin, 25 out of the 28 teachers are female and 3 out of the 28 are male. Teachers at Stainke Elementary take their professional development very seriously. This year because of the pandemic most professional development was done online. Some of the trainings attended were the Academic Digital Summit, Bilingual ESL Educational Summit (these continued throughout the semester), there was the T.E.A. Science Safety Training, Content Area Writing with Kim Carlton, Technical Assistance for Guided Reading, and Writing Instruction in Virtual Classrooms, just to name a few. These trainings were an added support for everything that had to be done this year. As stated before the campus has a low mobility rate, so therefore the teachers that stay have acquired a number of years under their belt. There are teachers who have 31 years of experience, 15 years of experience, and even some with as little as 5 years of experience. Most teachers though are veteran teachers with more than 10 years of experience. Teachers at Stainke Elementary hold a Bachelor's degree from an accredited university, and the percentage of teachers who hold a Master's degree or higher is very low. The percentage of teachers who have a Master's degree is about 14%. Again as mentioned before due to the nonexistent mobility rate, the trends have remained the same.

What is our community like and who are the residents? Describe the community and residents, including parents. Details might include major professions, labor markets, age, status of community (growing, declining), languages spoken, diversity, family income levels, family education levels, homeowners' vs renters, crime rates, emergency services, recreation centers…

The community of Donna, where Stainke Elementary is located has a population of 17,161 (as of July 2020). The community usually commutes to work to Weslaco or McAllen for their jobs. The biggest employers in the City of Donna include Wal-Mart, Donna Independent School District and currently the Immigrant children's center. Living arrangements are as followed, there are a total of 6,465 housing units, out of these 3,232 are home owners, 1,802 are renters occupied and 1,430 are vacant. This means that 62.3% are home owners and 37.7% are renters. The average household income in the city of Donna is about $43,729, this puts Donna at a 36 on the Wealth index, way below the wealth index level. The population of Donna is made up of 83.7% White (Hispanic), 11.38% some other races, 4.15% two or more other races, 0.57% Asian, and 0.17% Black. When it comes to language 16.76% of the residents in Donna speak only English, while 83.24% speak another language, this language being Spanish. The labor force includes the following, 51.6% Labor Force Participation, 48.8% Employment Rate, and 5.3% Unemployment Rate. 81.45% of Donna residents were born in the United States, with 70.29% having been born in Texas. 11.69% of residents are not US citizens. Of those not born in the United States, the largest percentage are from Latin America. Donna had a crime index of 3, when compared to other cities of similar size and population, this rate is very high. Information about education and need, can be established as a source for the crime in the city. The city of Donna does have its own police department and fire department, but has to depend on the other cities for hospital care. The closest hospital is Knapp Medical center in Weslaco, located 4.8 miles away.

Demographics Strengths

1. A community school-students are a legacy (families will stay and all children will attend).

2. Low Staff Mobility rate, loyalty of teachers to the school and the students.

3. School clubs and activities (on pause because of Covid pandemic, but teachers and students can't wait for next year).

4. Technology use this year (online classes, meetings)

Student Learning

Student Learning Summary

1. Did all students, at a minimum, receive the same score as the previous year? Identify students who are designated as “Does Not Meet”, “Approaches”, “Meets”, and “Masters”. If not, why?

STAAR Assessment (May 2021):

3rd Grade

- Math: Approaches 17%, Meets 7%, Masters 2%
- Reading English/Spanish: Approaches 46%, Meets 11%, Masters 4%

4th Grade

- Math: Approaches 24 %, Meets 13%, Masters 0%
- Reading English/Spanish: Approaches 40%, Meets 21%, 5 Masters %
- Writing English: Approaches 29%, Meets 9%, Masters 3%

5th Grade

- Math: Approaches 43%, Meets 16%, Masters 10%
- Reading English/Spanish: Approaches 57%, Meets 25%, Masters 14%
- Science: Approaches 22%, Meets 4%, Masters 0%

The STAAR assessment was cancelled for Texas students for the 2019-2020 school year. Texas schools opted for distance learning due to COVID-19 pandemic, therefore there is no STAAR data this school year to compare with the previous year’s.

2. What are the results on other assessments? Include comparison with other relevant assessments including district/campus-based assessments.

TELPAS: Pending results from TEA.

TELPAS 2021

Grade	No. of students Tested	No. of students with a year gain	Percentage of students with a year gain
K			
1st			
2nd			
3rd			
4th			
5th			

TELPAS 2021

Grade	Students who progressed one proficient level from 2020 to 2014	Students who progressed two proficient level from 2020 to 2021	Students who progressed three proficient level from 2020 to 2021	Students who progressed at least one proficient level from 2020 to 2021
1st				
2nd				
3rd				
4th				
5th				

Imagine Math Assessments

Grade 1	Total Students	Total Percentage BOY	Total Students	Total Percentage EOY
Didn't Meet	57	93%	36	60%
Approaches	2	3%	18	30%
Meets	1	2%	4	7%
Masters	1	2%	2	3%

Grade 2	Total Students	Total Percentage BOY	Total Students	Total Percentage EOY
Didn't Meet	62	85%	37	52%

Grade 2	Total Students	Total Percentage BOY	Total Students	Total Percentage EOY
Approaches	7	10%	23	32%
Meets	3	4%	9	13%
Masters	1	1%	2	3%

Grade 3	Total Students	Total Percentage BOY	Total Students	Total Percentage EOY
Didn't Meet	35	71%	26	53%
Approaches	10	20%	19	39%
Meets	4	9%	3	6%
Masters	0	0%	1	2%

Grade 4	Total Students	Total Percentage BOY	Total Students	Total Percentage EOY
Didn't Meet	70	95%	63	85%
Approaches	4	5%	11	15%
Meets	0	0%	0	0%
Masters	0	0%	0	0%

Grade 5	Total Students	Total Percentage BOY	Total Students	Total Percentage EOY
Didn't Meet	54	82%	45	71%
Approaches	10	15%	15	24%
Meets	2	3%	2	3%
Masters	0	0%	1	2%

There was an overall decrease across grade levels in the number of students at the Didn't Meet Level. There was an increase in the number of students who tested at the Approaches

Level. Meets and Master showed a minimal improvement across grade levels.

EOY Istation (Spanish)

5th Grade

Level 1	16	50.00%
Level 2	7	22.00%
Level 3	4	13.00%
Level 4	3	9.00%
Level 5	2	6.00%
Total	32	

4th Grade

Level 1	19	58.00%
Level 2	6	18.00%
Level 3	6	18.00%
Level 4	0	0.00%
Level 5	2	6.00%
Total	33	

3rd Grade

Level 1	17	68.00%
Level 2	5	20.00%
Level 3	2	8.00%
Level 4	1	4.00%
Level 5	0	0.00%
Total	25	

2nd Grade

Level 1	19	54.00%
Level 2	8	24.00%
Level 3	4	11.00%
Level 4	4	11.00%
Level 5	0	0.00%
Total	35	

1st Grade

Level 1	14	50.00%
Level 2	3	11.00%
Level 3	4	14.00%
Level 4	3	11.00%
Level 5	4	14.00%
Total	28	

Kindergarten

Level 1	18	61.00%
Level 2	4	13.00%
Level 3	3	10.00%
Level 4	1	3.00%
Level 5	4	13.00%
Total	30	

Pre-K

Level 1	4	50.00%
Level 2	2	25.00%
Level 3	2	25.00%
Level 4	0	0.00%
Level 5	0	0.00%
Total	8	

Due to students being remote at the beginning of the school year, there is no BOY data to compare. The tables above show the students' Spanish reading levels at the end of year.

Benchmark Performance Levels: Galileo (Imagine Literacy)
BOY/EOY Data

Grade Level: K

Performance Level:	BOY Benchmark	EOY Benchmark
Intervene	5.30%	23.10%
Monitor	10.50%	15.90%
Support	19.30%	13.8% (Passing)
Enrich	64.90%	46.26% (Passing)

Grade Level: 3

Performance Level:	BOY Benchmark	EOY Benchmark
Intervene	25.60%	18.40%
Monitor	30.20%	38.80%
Support	27.90%	20.40%
Enrich	16.30%	22.40%

Grade Level: 1

Performance Level:	BOY Benchmark	EOY Benchmark
Intervene	32.70%	57.10%
Monitor	24.50%	23.84%
Support	28.60%	12.7% (Passing)
Enrich	14.30%	6.3% (Passing)

Grade Level: 4

Performance Level:	BOY Benchmark	EOY Benchmark
Intervene	23.50%	21.40%
Monitor	47.10%	35.70%
Support	13.20%	20% (Passing)
Enrich	16.20%	22.9% (Passing)

Grade Level: 2

Performance Level:	BOY Benchmark	EOY Benchmark
Intervene	20.30%	10%
Monitor	13%	32.90%
Support	29%	40% (Passing)
Enrich	37.70%	17.1% (Passing)

Grade Level: 5

Performance Level:	BOY Benchmark	EOY Benchmark
Intervene	29%	42.20%
Monitor	40.30%	35.90%
Support	22.60%	7.8% (Passing)
Enrich	8.10%	41.1% (Passing)

Kinder, first, and fifth grade students showed an increase in the number of students who tested at the Intervene level while second, third and fourth grade students showed a decline at this level.

Kinder, second, and third grade students showed an increase in students testing at the Monitor level, while first, fourth and fifth grade students showed a decrease at this level.

Kinder, first, third, and fifth grade students showed a decrease in the number of students who tested at the Support level, while second and fourth grade students showed an increase at this level.

Kinder, first and second grade students showed a decrease in the number of students who tested at the Enrich level, while third, fourth and fifth grade students showed an increase at this level.

3. Which student groups are staged in the Results Driven Accountability (RDA)? Why? Is there a significant difference between the performances of different student groups? Why?

No STAAR and TELPAS results from 2019-2020 school year due to COVID-19 pandemic.

(Pending results from 2020-2021 TELPAS scores)

4. What trends and patterns are identified when student performance scores on state assessments and RDA are compared over a period of 3-5 years? How do the same students perform as they progress from grade to grade? From subject to subject?

No STAAR and TELPAS results from 2019-2020 school year due to COVID-19 pandemic.

(Pending results from 2020-2021 TELPAS scores)

5. How are individual student needs identified? How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? What structures, including RtI, are in place to support each student?

Response to Intervention is implemented every six weeks. Teachers are able to monitor students who are struggling in the areas of math and reading. Teachers provide interventions such as guided reading, small group instruction, Action plans, Imagine Math, Imagine Literacy, Istation, CLI Engage, MClass Amplify. Supplementary instruction is documented through IPIs (Intensive Plan of Instruction).

Migrant tutorials are provided from Kinder through 5th grade by Dora Ruiz, Diana Rivera, and Angela Soto. Migrant tutors assisted students with mathematics and reading. Tutorial services were provided to all students who were in need of assistance. Students classified as migrants were eligible to participate in migrant tutorials.

6. How do achievement rates of special education students compare with non-special education students? What plans are in place to support special education students? Their teachers?

Teachers deliver instruction to reach all students, while implementing needed accommodations to facilitate the learning process to even the neediest of learners. However, even with these accommodations in practice, special education students usually have a lower success rate compared to their peers. Students in our special education group usually score lower than our non-special education students. Some plans of instruction are resource classes, inclusion, intense tutoring for those failing, and targeted action plans are developed at the end of every six weeks based on their needs. Teachers then implement these plans in the classroom to better prepare our students. Students are more successful when proper accommodations are in place.

When a special education student receives a failing grade in a core content area, the general education teacher and the special education teacher must create a Student Action plan. The plan outlines the reason(s) for the failing grade, student statement, and plan of action teachers will take to prevent students from failing the next grading period. The plan is sent home for parent signature. This is implemented every progress and report card period.

Special education students who did not meet state standards in the state assessments will receive an Intensive Plan of Instruction (IPI) in the failed subject area the following school year as per IEP. The plan targets specific areas of weakness based on assessment results, outlines the form of instruction (computer program or direct tutorials), and indicates the staff responsible, the frequency and duration of the session. This is to ensure special education students receive support and make progress in specifically targeted areas. Implementation is documented with service logs.

STAAR Online tutorials give additional language support. Students can practice..

7. How do achievement rates of Section 504 students and students in other special programs compare with all other students? What plans are in place to support them? Their teachers?

Our 504 students and other special programs students at times do score lower than the rest of the students. The plan of instruction for these students is intense tutoring for those failing such as, small group instruction, reteach, peer tutoring, one to one, targeted action plans, special tutors (migrant/inclusion/LEP) who work with them closely to become successful. Teachers also modify the classroom environment, adjust their teaching strategies, or make other adjustments to meet the students' needs. Teachers communicate with parents effectively with parents to keep them informed of student progress.

8. How do achievement rates of students in the six state special allotment programs (gifted/talented, CTE, Bilingual/ESL, SCE, High School Allotment, and Special Education) and the federal Title programs compare with all other students? What plans are in place to support them? Their teachers?

2020-2021 STAAR Exam:

3rd Grade

Reading English	**LEP**	**SPED**	**GT**	**3rd Grade**
Approaches	31.82%	N/A	%	42.86%
Meets	4.55%	N/A	%	9.52%
Masters	0%	N/A	%	2.38%

Reading Spanish	**LEP**	**SPED**	**GT**	**3rd Grade**
Approaches	75%	N/A	%	75%
Meets	25%	N/A	%	25%
Masters	25%	N/A	%	25%

Math English	**LEP**	**SPED**	**GT**	**3rd Grade**
Approaches	8.33%	N/A	%	18.18%
Meets	4.17%	N/A	%	6.82%
Masters	0%	N/A	%	2.27%

Math Spanish	**LEP**	**SPED**	**GT**	**3rd Grade**
Approaches	0%	N/A	%	0%
Meets	0%	N/A	%	0%
Masters	0%	N/A	%	0%

4th Grade

Reading English	LEP	SPED	GT	4th Grade
Approaches	36.67%	25%	%	43.86%
Meets	13.33%	0%	%	22.81%
Masters	3.33%	0%	%	5.26%

Reading Spanish	LEP	SPED	GT	4th Grade
Approaches	0%	N/A	%	0%
Meets	0%	N/A	%	0%
Masters	0%	N/A	%	0%

Math English	LEP	SPED	GT	4th Grade
Approaches	19.44%	0%	%	23.81%
Meets	5.56%	0%	%	12.7%
Masters	0%	0%	%	0%

Math Spanish	LEP	SPED	GT	4th Grade
Approaches	N/A	N/A	N/A	N/A
Meets	N/A	N/A	N/A	N/A
Masters	N/A	N/A	N/A	N/A

Writing English	LEP	SPED	GT	4th Grade
Approaches	24.14%	16.67%	%	35%
Meets	13.79%	0%	%	10%
Masters	3.45%	0%	%	3.33%

Writing Spanish	LEP	SPED	GT	4th Grade
Approaches	0%	0%	N/A	0%

Writing Spanish	LEP	SPED	GT	4th Grade
Meets	0%	0%	N/A	0%
Masters	0%	0%	N/A	0%

5th Grade

Reading English	LEP	SPED	GT	5th Grade
Approaches	54.55%	16.67%	%	55.77%
Meets	15.15%	0%	%	25%
Masters	9.09%	0%	%	15.38%

Reading Spanish	LEP	SPED	GT	5th Grade
Approaches	75.%	N/A	%	75%
Meets	25%	N/A	%	25%
Masters	0%	N/A	%	0%

Math English	LEP	SPED	GT	5th Grade
Approaches	41.18%	57.14%	%	43.64%
Meets	17.65%	14.29%	%	16.36%
Masters	11.76%	0%	%	10.91%

Math Spanish	LEP	SPED	GT	5th Grade
Approaches	33.33%	0%	%	33.33%
Meets	0%	0%	%	0%
Masters	0%	0%	%	0%

Science English	LEP	SPED	GT	5th Grade
Approaches	15.62%	0%	%	23.08%
Meets	3.12%	0%	%	3.85%
Masters	0%	0%	%	0%

Science Spanish	LEP	SPED	GT	5th Grade
Approaches	0%	N/A	%	0%
Meets	0%	N/A	%	0%
Masters	0%	N/A	%	0%

The STAAR test was cancelled for the 2019-2020 school year in light of the pandemic, therefore a comparison cannot be made.

9. What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?

Some interventions that take place at our campus are targeted action plan, small group instruction, reteaching, peer tutoring, one to one tutoring, special tutors (migrant/inclusion/LEP), extended in person and online tutorial, RTI interventions, guided reading period, Imagine Math, Istation, Imagine Learning, and intervention period.

Although there was an increase in Imagine Learning/Galileo from the BOY to the EOY assessments, there is still room for improvement as indicated by STAAR data.

10. Are the SSI, ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions appropriate and beneficial for students?

Yes, students benefit from committee decisions and interventions concerning state assessments. These interventions allow students to receive more individualized instruction therefore students' academic performance increases. Components discussed in the meetings are teachers' observations, bundles grades, comprehensive exams, benchmarks, reading levels, and state exams. Members discuss and analyze data based on individual student needs. The committee decisions concerning state assessments, interventions and accommodations are put into action by classroom teachers.

11. How is Response to Intervention (RtI) being implemented? How are students identified and placed in RtI? Are the RtI processes and implementation effective? How is the RtI process affecting referrals to special education?

Students who show minimal or no improvement after accommodations are regularly implemented are considered for referral to special education for testing.

The RTI committee consists of teachers, counselor, and administrators. The committee meets every six weeks for students on Tier I and Tier II and every 3 weeks for students on Tier III. Documentation is kept by teachers and uploaded on SuccessEd. Documentation should be updated every six weeks by the teacher and counselor.

The committee analyzes data such as report cards, assessments, attendance, and behavior. After identifying the struggling students, the committee makes contact with the parents to let them know about the committees' action plan to provide the student additional instruction support. Teachers utilized an action plan to meet the needs of the students identified as needing support. Teachers provide students with instruction aligned to data, differentiated instruction, extended day tutorial, reteach, and intervention period to target the needs of the students.

The process is effective when teachers routinely implement and monitor recommendations made by the committee. Students who are ultimately referred regularly meet criteria for special education identification. Parental support is crucial when students are moved through the RTI process.

12. What tools are available to ensure that strategies are designed to improve student performance?

Teachers use the program Eduphoria which contains students' information, state mandated assessments, and district assessments. Teachers utilize this program to identify target students' areas of need and plan lessons based on individual students' needs.

SuccessEd program is another tool that teachers use to monitor students every six weeks. Teachers track compliance and services provided to students in special education, section 504, RTI and EL (ELLA). Teachers maintain LPAC meeting information, parent letters and reporting.

Teachers stay after school for online and in person extended day tutorials Monday through Wednesday. Teachers provide tutorials based on students' data such as reading levels, bundle exams, district exams, and computer programs.

Teachers have PLC meetings once a week. These meetings allow teachers to work collaboratively on planning for instruction, intervention, analyzing data, and suggesting and or sharing ideas of content area implementation.

Teachers utilize the following technology programs to help individualize instruction: Istation, Imagine Math, Imagine Learning. These programs assist the students to practice in areas that they struggle.

In addition, other tools teachers use are supplemental aids and guided reading to facilitate learning.

13. How many students fail one or more courses each year? What subjects? How many students are retained?

The majority of course failures are in the areas of Reading and Math.

14. What do classroom observations reveal about class sections with high course failures?

Observations reveal that teachers are not implementing Guided Reading, Phonics and computer programs consistently at scheduled times as evidence in District personnel feedback. Teacher assistants need to stay daily in the classroom to provide support to students.

Lack of a system such as motivational activities or incentives and/or classroom routines are needed to keep students engaged in their learning. Ineffective classroom management and high student and staff absenteeism rates are all contributing factors to high course failures. As a campus, we need a system in place to target these areas.

15. How does the campus systemically address reteaching for students who are absent, particularly for students who are at-risk of failing?

Teachers deliver instructional support to students that are absent or at risk of failing by providing extended day tutorials and intervention time daily.

As a campus, we need a system in place to target those students who are consistently absent or tardy.

Student Learning Strengths

Student Academic Achievement Strengths:

1. Students successfully learned and utilized a new learning management system and multiple programs to receive instruction, review objectives, and remain engaged in their learning.
2. Students benefited from their participation in tutorials.
3. Students interacted appropriately during online learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The RtI process has not reached its full potential due to lack of fidelity. **Root Cause:** Meetings are not being held in a timely manner.

Problem Statement 2: Reading scores are not comparable to math. **Root Cause:** A lack of fidelity to guided reading and Sing, Spell, Read and Write and an inconsistency in PK -2nd literacy routines.

Problem Statement 3: The correlation between classroom grading and local bundles varies. **Root Cause:** The nature of the assignments in the classroom, report grades may not be in the same range as the assessment.

Problem Statement 4: Students are not mixed by academic ability within their grade level. **Root Cause:** Not all teachers are bilingual certified.

Problem Statement 5: Students are not reaching Meets and Masters level. **Root Cause:** Curriculum is lacking resources to spiral reading skills adequately.

School Processes & Programs

School Processes & Programs Summary

What is the process for recruiting and retaining high quality staff? Explain the recruitment, hiring, placement, development, evaluation, and advancement of high-quality staff, including highly qualified paraprofessionals. (Note: Some districts or charters might consider this to be a district-level or charter-level responsibility and not a campus responsibility.)

Highly qualified applications come from central office. Once in place school/campus staff interview based on campus needs. Then hired teachers are placed where they are needed and or are certified to teach. They are evaluated using Strive on Eduphoria and TTESS and are given immediate feedback if standards are not met. Administration also assigns a mentor teacher to help and guide the newly recruited staff. All new teachers must be in compliance with state and district requirements. All DISD teacher are almost always offered ways to maintain their high quality education, such as through achieving their masters through district initiative. All paraprofessionals are screened and placed in the same way teachers are hired, they also must abide district and campus expectations.

What is planned for professional development? Describe how professional development is planned and the current impact it provides.

Professional development is usually planned by administrators or central office personal based on the need of the subject area or campus. Data is gathered and analyzed to determine appropriate needed. The impact of PD's are to help teachers and administrators see different views on how to teach, approach and target the needed area in a diverse perspective and raise the bar a step higher than the previous year. Once implanted the effects are usually positive and students are successful. Some PD's teachers attended this year were geared mostly towards virtual teaching, however with the return to campus staff would like to attend the following professional developments: Reading/Writing-Diana Ramirez (Pre K-2nd and 3rd-5th) and any new computer software programs that can be utilized in the classroom to help with instruction.

How are decisions made in our district? Describe how PLCs or other leadership groups participate in decision-making.

Decision in our district are made through the following committees: At district level- DLPAC, Superintendent/ Board Meetings, Principal meetings. At campus level- CLPAC, grade level meetings, LPAC, CNA committees, ARD, 504, RTI. At classroom level- principal, teacher, parents/students.

Our superintendent/School board members (made up of community members) make decisions about priorities and goals. A Directors/principals has to align priorities/goals with the district. Directors/strategies/teachers make up our PLC professional learning. At meetings strategist and teachers review what they have learned, evaluate the school year and get training to promote positive student outcomes.

Do we include teachers and other staff in decision making? Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.

Yes, everyone is included in the decision making process, through CLPAC committee, grade level meetings, LPAC, CAN committees, ARD, 504, RTI and DLPAC representatives. At these meetings teachers and administration collaborate on ways to help the different student groups in our school, by discussing grades, benchmark, comprehensive & STAAR scores, student grouping, resources needed are for grades K-5th:

***STAAR review materials((English/Spanish),**

*** STAAR coach((English/Spanish))**

***Forde-Ferrier-fastfocus (Eng./Span.)**

*** Mentoring minds (English/Spanish)**

*** Staar Ready (Eng./Span.)**

*** Kamico (Eng./Span.)**

*** Think-up (Eng./Span.)**

***Classroom Libraries**

***Dictionaries (Eng./Span.) (Electronic)**

***Sing, Spell, Read and Write (All grade levels)**

*** The writing notebook (All grade levels)**

*** Tutors (migrant & bilingual), Tutorial (during school/afterschool/Saturdays), and possible teacher trainings in and outside of the district for the different subject area especially but not limited to Reading, Writing, Math, and Science.**

What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?

DISD district goals are:

In the area of reading in grades K-2nd is to have students reading at or above grade level at the end of the year (K-80%, 1st-70%, 2nd- 75%). The goal is to increase the percentage each year successfully within the next 4 year.

In the area of Math in grades K-2nd is to have students master math at or above grade level at the end of the year (K-20%, 1st-26%, 2nd-20%). The goal is to increase the percentage each year successfully within the next 4 years.

Campus Goals:

Campus goals are similar to the district goals however they are tailored to our campus needs and populations of our student community. Students in K-2nd are still expected to surpass or maintain the district reading goals as well as 3rd-5th on their STAAR test scores/reading & math level goals. Each year our grade level scores change based on student performance the pervious year. These goals are not limited to STAAR and Reading levels as there is also tailored to TELPAS, Circle Time, weekly assessments, benchmarks/comprehensive exams, etc. Teacher and administration also set goals for these cumulative assessments.

Data used:

Some of the data observed in these goals come from readiness assessments (K-2nd), Circle time (Pre-k), mClass Amplify (K-2nd), STAAR/ benchmarks/comprehensive/Diagnostic exams/ weekly assessments (3rd-5th), TELPAS (ALL grades), Istation Spanish & Imagine literacy (3rd-5th) Imagine math (3rd-5th).

How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?

At the district level goals, performance objectives and strategies are discussed at weekly/monthly meetings with directors and strategist, professional developments, out of and in district trainings, it is there expectations are reviewed and sporadic walk throughs are accompanied. At campus level goals are communicated through grade level meeting and staff meetings, they are then followed up by walk-through, formal observations, T-tess observations, SLO documentations, STAAR Scores, and Istation (Spanish)/ Imagine Reading/Imagine Math. All of these expectation reviews can be found on Eduphoria and Strive.

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?

We do this through our CNA. We analyze the data, determine needs and strengths, and then do the root cause when we input into Plan4 Learning. We also make sure that it is reflected in our CIP. As far as prioritizing our needs we just try to address them all and keep up with where we are at throughout the year by monitoring the progress on our CIP Formative Reviews.

Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement?

As a campus at the beginning of the year and throughout we collaborate on ways that we can improve and motivate students to achieve academically, such as acknowledging student success in honor roll by rewarding them with an incentive and placing their name on the hall of fame wall, we also recognize top students in the classroom each six weeks with a Super Star parade, for perfect attendance we award them with no uniform, electronic day or a small treat/goodie bags. Our campus also showcases top students and classrooms in Ar, Istation, Imagine Math, STAAR, and benchmark tests by displaying graphs and goals met down our main hallways, from time to time students also receive small incentives for their great work. These rewards really help our students look forward to that goal and will work hard to meet it. These processes are in place throughout all grade levels and when students travel from grade to grade already know what the daily demands need to be met and are what they need to focus on to improve in a certain area.

Is a school improvement monitoring calendar in place allowing the campus or district to revisit its strategies through a formative assessment process and make mid-course adjustments? Note: The HB3 Plans require a monitoring calendar for when each progress measure and goal result will be reported to the board. This can be one and the same.

Yes, our school district offers different times throughout the year to monitor formative assessments, which allows teachers to access data and revisit strategies and classroom tactics. At the end of each six weeks and semester teachers and administration meet and collaborate to see what changes if any should be made to help students be more successful in meeting our goals. For example, we use data from Reading Readiness which is measured at the BOY, MOY, and EOY, also Istation/Imagine/Reasoning Math, mClass Amplify which are measured monthly to evaluate student's math and reading skills. Finally, we use the six week, diagnostic/comprehensive, STAAR, TELPAS assessments throughout the year to see if students are showing growth. As assessments are prescribed and data is read it is at that time that proper adjustments are made.

Is there evidence of how the curriculum and instruction increase student achievement? Discuss the well-rounded program of curriculum and instruction and how all students, especially those at-risk, are given opportunities to meet challenging state academic standards. Consider data for increasing the amount and quality of learning time and providing enrichment and acceleration.

Currently there is no evidence that our curriculum has increase student achievement, the number remain the same as in years past and there seem to be no change to the curriculum. We are preparing for new ELA curriculum for the 2021-2022 school year and we hope to get extra support in our area of LEP, RTI students, and special education. This group of student is not showing progression since years past and teacher are struggling to show gains and are in need of extra resources such as

***STAAR review materials((English/Spanish),**

*** STAAR coach((English/Spanish))**

***Forde-Ferrier-fastfocus (Eng./Span.)**

*** Mentoring minds (English/Spanish)**

*** Staar Ready (Eng./Span.)**

*** Kamico (Eng./Span.)**

*** Think-up (Eng./Span.)**

***Classroom Libraries**

***Dictionaries (Eng./Span.) (Electronic)**

***Sing, Spell, Read and Write (All grade levels)**

*** The writing notebook**

*** Tutors (migrant & bilingual), Tutorial (during school/afterschool/Saturdays), and possible teacher trainings in and outside of the district for the different subject area especially but not limited to Reading, Writing, Math, and Science.**

PK does have the CL1 program, they are getting special training to be able to incorporate it into their teaching.

How do our special programs meet the needs of students? Explain anything significant with enrollment and participation in special education, bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia treatment.

Some of our special programs receive the attention from teachers, bilingual, regular, and migrate tutors, teacher aid who are in PK, Kinder and 1st help out throughout the day. The students in these programs receive tutoring, inclusion, one to one instruction and any special service needed to help our students. We do have a significant amount of LEP and special education students. At times with our special education students it's hard to give that special attention with only 1 teacher and 2 helpers at our campus.

GT: teachers keep up to date, Curriculum specialist work with GT with 2 projects for fall and spring.

1 identified with Dyslexia get services with 504 reading intervention program.

High number of special Education due to the campus having, the PPCD unit, Life Skills, and inclusion program. This also includes the Speech only, and OT only.

Bilingual: every 6 wks. we update the LAP Checklist to provide accommodations.

Do we have a plan to implement and improve instruction in STEAM? Include a statement on the status of programming in science, technology, engineering, art and mathematics (STEAM), as appropriate.

A plan or guideline is accessible to help improve instruction in STEAM. The curriculum on SharePoint provides a plan that science and math educators may implement. The TEKS are used to guide instruction in technology. Our campus is currently using Learning.com to help implement these TEKS. Our after school robotics club/team is assisting in the area of science, technology and engineering.

How do we provide equitable services to all students? Discuss the status of equity of services for all students.

We did not have a class size reduction in any grade level. Class sizes remained steady at about 18 students per teacher, but teachers were moved due to decreased grade level size.

What effective transition activities do we provide at various grade transitions? Explain data findings on procedures to support students during all transitions: early childhood into elementary, elementary into middle/junior high or junior high into high school, high school to postsecondary.

Due to covid we did not have extracurricular activities , however we plan to have activities after school such as: Clubs such as chess, folklorico, arts and crafts, choir, culinary, robotics, Cheer and book club were added for all grade levels. 5th grade students participate in afterschool athletics activities such as volleyball and basketball.

Grade levels 3rd thru 5th have students representing them in Student Council.

We have seen an increase in more parent request testing for special education. Earlier detection of special needs allows a student to obtain services at an earlier age

increasing allowing them to succeed.

What is our classroom management plan? Discuss significant findings in classroom management and explain procedures used to reduce overuse of discipline practices that remove students from the classroom.

This year our district/ Our school follows our District and classroom management plans. In the classroom teachers have a set of rules and expectations that students must follow. We also have a district management plan in place if teachers need to write referrals. The plan is used to make documentation, make parent contact, teacher consequence action and finally a referral of the behavior observed. Sever cases result in suspension in and out of school and or expulsion. After many discipline referrals a student is sent to DAEP, but not until all measures have been taken. Teachers must have a case serve enough to write a classroom referral.

What is our plan for school safety? Discuss data for bullying, drug, violence and suicide prevention, as appropriate.

School safety is a priority at our campus, to off set any issues we supply the staff and students with an abundance of helpful information. This is done through presentations by our community and counselor (TED E. BEAR/Border Patrol- drug abuse, Happy the comedian-self esteem, Career day-future goals, Transportation- bus safety, Oscar Munoz). This addresses the topics of bullying, drug use prevention, violence, and fire preventions. We also have monthly fire drills and periodic lock down practices to prepare our students for any emergency. We also have a new camera system in the entrance of the school and now have locks in the inside of each classroom.

What is our plan for school safety drills? How do we know that students and staff are well-trained? (Note: Be careful about not revealing too many details about safety plans since the CIP/DIP is a public document.

At our campus teachers begin the year reviewing our emergency exit plans which are present in each classroom. These are practiced periodically and students are trained on what to do. Staff also get extra professional development trainings on new or updated practices and then relate the plans to their students.

How do we address safety issues to reduce the number of incidents that occur? Discuss data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate.

Our staff gets trained yearly to be able to handle or identify situation that may occur on campus. They also get familiarized with how to recognize issues with student who may make outcries or show signs of distress and how to report it.

School Processes & Programs Strengths

1. Online professional developement on usage of technology in the classroom.

2. Consistent feedback with Adminstrators to discuss data

3. The purchase of some classroom libraries and new dictionaries for students and staff.

5. Teacher were able to do after school tutoring

6. Teachers recieved new laptops

7. Teachers learned how to teach online through distance learning professional development ideas

8. Students recieved chromebooks

9. The purchase of student resources such as but not limited to books/supplies/classroom materials for reading, writing, science, and math

10. Consistant student incentives and rewards

11. Newly installed safety inside door locks for all office and classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Reading levels were low across all grade levels and campus did not meet their EOY goals **Root Cause:** At home learning and lack of fidelity to guided reading, sing-spell-read-write, inconsistency of monitoring during testing

Problem Statement 2: Old technology devices need to be updated. Ex. Projectors/smart boards **Root Cause:** lack of funding

Problem Statement 3: Updated STAAR material for RLA, Science, and Math **Root Cause:** new STAAR test will be administered 2021-2022

Perceptions

Perceptions Summary

42. Do our students attend school daily? Define the attendance rate and if lower than desired, disaggregate it by the seven race/ethnicity groups.

School attendance goal at our campus was 98% percent. Student attendance for this year was 99.73. The ethnicity group attendance is as follows, Hispanic 99.58, white/other 0.21% & two or more 0.21%

43. How does student behavior impact instruction? Describe what is significant in the data about behavior, disciplinary patterns, disciplinary alternative education placements (DAEP) and any differences between the seven race /ethnicity groups and five student groups.

Our student behavior has been very positive. No referrals.

44. What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?

Our school district has adopted the- Administrator's Anti-Bullying Toolkit which is available for all staff. Our campus provided activities throughout the year to promote anti-bullying. Our school counselor provided Anti-Bullying Read Aloud to all grade levels during lunch time. The following are school activities that were implemented to promote "No Bullying" at our school. The district also has adopted the Learning.com cyberbullying program which also helps students stay safe.

1. Anti-Bullying Sessions for all grade levels were provide in person and through remote learning by school counselor and librarian.

2. Red Ribbon Week

3. Online recognition to Super Star students was provided to students.

45. What percentage of students are sent to the DAEP or juvenile justice alternative education program (JJAEP) for discretionary purposes? Mandatory purposes? For what offenses? Is one student group more heavily represented than others?

Our overall student behavior was good. We had 0%

46.What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.

Students who are having behavioral problems are referred to the counselor

47.Do our students successfully graduate in a timely manner? Describe the dropout rate or graduation rate and differentiate it by the seven race/ethnicity groups and five student groups. (Middle and High Schools)

N/A

48.How do students describe their campus? How does this differ from teachers' descriptions?

Comparing this data to the staff it does slightly differ. Although most said that they feel the campus is friendly and inviting. Others go on to state that the campus is an Excellent place. Although we did have many positive responses it is important to state that of the 37 staff members that were surveyed several did say that the roof needs to be repaired. Every time it rains, we have new leaks across the campus. Another did mention that it is old, and it can use an update.

49.How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?

After surveying our students and staff, both students and teachers describe campus life as inviting, supportive, positive, and a safe place to learn and work.

50.Are effective procedures in place to promote safety? Do students feel safe? How do we know?

Our campus, we have different procedures in place according to the severity. It was important to establish a one main entrance and a secured door at the back entrance for P.E. purposes to reduce the amount of parents and visitors to maintain our overall campus safety and to monitor anyone entering through the back entrance. Our district initiated school safety this past school year by installing a security door identification system with a camera and door lock. This heightened the security at our campus, making it effective for secretaries and front office personnel to be vigilant of incoming visitors. Safety of our students and staff was our main concern, all staff were issued security cards to enter the building. No official survey was given to students but verbal observations let staff know that students felt safe while at school. Safety procedures are practiced throughout the year.

51. Do we retain teachers long term? Explain the turnover rate and how this compares with previous years.

Stainke Elementary is recognized as a friendly, positive campus which is the main reason that our teacher retention is low. Most teachers have no desire to transfer. Stainke Elementary teachers have made this campus their ideal place to work, the following are years that teachers have worked at this campus: The following are the years' teachers have working at our campus:

1-5 yrs. -4 teachers

6-10 yrs.-11 teachers

11-20 yrs.-12 teachers

20 or more- 2 teachers

52. How do we support inexperienced teachers? Discuss any staff mentoring results.

If teachers are new they have the support of the principal, curriculum specialist, lead teacher and are also offered a mentor teacher to help them adjust to the new teaching life. New teachers receive new teacher orientation through the district and they are paired up with a mentor teacher on campus. This year we had a new teacher who was able to be mentored and did well incorporating new learning methods in the classroom as well as her knowledge as a teacher.

53. How do teachers view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.

After summarizing the teachers' overall view of campus and district, most teachers viewed a strong family engagement in student learning. Family is a priority at our campus and district. Family interaction and reaching out to our community is top priority.

54. What are teachers' expectations for parental involvement? How do we know?

Teachers would like to see more parental involvement during and after school activities; which is one thing that is still improving at our campus. Our new parent educator, Mrs. Gonzales is willing to work diligently to better support teachers and parents for the upcoming school year. This year she had 3 to 4 consistent parent volunteers working almost daily making copies, decorating our hallways, sending notices, and helping her prepare for her meeting with other parents. This is the most parental involvement in years.

55. Are effective procedures in place to promote safety? Do staff members feel safe? How do we know?

Effective safety procedures are routinely practiced to help students and staff be better prepared in case of an emergency. Those procedures practiced are lock-down, and monthly fire-drills. Our staff is also equipped with current staff development training's on safety that have been very helpful. All staff personnel were issued this past school year with key-less entry cards to be able to enter campus. These procedures were incorporated to promoting safety.

56. What procedures are in place to involve staff in improvement planning? How are they included in decisions? PARENT/GUARDIAN and COMMUNITY ENGAGEMENT

To improve campus planning, Stainke elementary has staff members in CLPAC and DLPAC who gather information, then CLPAC group disseminates the information to grade levels. The grade-levels then have meetings to discuss any improvements need to be made. We also have weekly staff meetings, grade level meetings, Professional Learning Committees (PLC's) and staff development to discuss ways to improve our students learning. At the end of the year our CNA group is divided into 1 of 4 groups. CNA groups collect and analyze information to update our CIP.

57. How do parents participate in the education of their child? Explain how participation rates are measured and the current data findings.

During the school year, parents participate by attending the following events; G.T. showcase- TPSP (fall-spring) summer book challenge, meet the teacher night, open house, literacy night, club performances (Fine-Arts), music performances (Mr. Guerra), showcase parade, food drives. Sign-In sheets are kept as proof of participation. Especially this year parents served as teachers to their children during distance learning due to Covid 19 and they were able to participate and engage 94% of the assignments and lessons that their child/children needed to do.

58. What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know?

No survey was sent out due to Covid 19, however in observation of messages and comments on our campus Facebook page and Class Dojo page we do have parents who express their thoughts and opinions and the majority of messages are positive. Parents still felt needed and welcomed by our school, even if it is through social media for the mean time. Parents also maintained communication with teachers and staff through phone calls and texts.

59. How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do we know?

Some effective forms of communication at campus level are: Stainke Facebook page, District Facebook page, ClassDojo, other school information sent through; monthly calendars, parent letters, brochures, blackboard (bilingual), blackboard messages are also sent and received through email. Majority of parents use the Stainke Facebook page, District Facebook page, classdojo app, and receive messages through blackboard.

60. Are communications translated into languages other than English when needed?

Yes, most of our flyers, brochures, monthly calendars, parent letters, school events, blackboard, classdojo, remind, parent invitations, parent training's etc. are in both languages. Many teachers' notes are also typed in both languages as well.

61. Do parents and community members participate in the site-based planning committee? How are they selected? Do they feel their participation is necessary and important? How do we know?

Parents and community members are always welcomed to participate in site-based planning committees. They participate in the CLPAC and are asked to volunteer, in which they then get voted in by the CLPAC committee. The parents and community DLPAC committee members are voted in through the district. The parents feel like their input is important.

Priority Problem Statements

Goals

Goal 1: Stainke Elementary 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: Stainke Elementary will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percentage of K-2 students reading on or above grade level will increase by 4%.

Evaluation Data Sources: Istation, STAAR, TELPAS, & PBMAS

Summative Evaluation: Some progress made toward meeting Objective

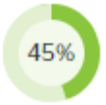
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. **Strategy's Expected Result/Impact:** Increased Reading Levels on Istation and approaches/meets/masters levels on STAAR **Staff Responsible for Monitoring:** Principal & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	75%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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 standards per core content area. **Staff Responsible for Monitoring:** Principal & Curriculum Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	85%	90%	100%	100%

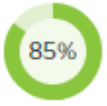
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day the appropriate allocated minutes and implement and monitor required lesson plans for Reading, Writing, Math, Science, and Social Studies **Strategy's Expected Result/Impact:** Increased student performance as measured by District and State assessments. **Staff Responsible for Monitoring:** Principal & Curriculum Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	95%	85%	95%	100%

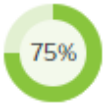
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. Give students Tshirts for STAAR testing days and spirit and universerity shirs. **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, TELPAS, & PBMAS.) **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - $6,000, - State Comp.(164) - $1,536, - Bilingual (162) - $2,000, - Title III (263) - $800	50%	70%	90%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: response to intervention(RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for EL's, research based instructional strategies for, classroom management, and discipline (teaching) for appropriate behavior **Strategy's Expected Result/Impact:** Professional Development Plan, 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 & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 289.31.6239.00.106.11.0.00 - Title IV 289 - $300	25%	85%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contact logs, team meetings, data analysis, and revolving follow up. Hire Dr. Diana Ramires for reading. A tutor will aslo be hired to address our monolingual population in the area of Reading **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. **Staff Responsible for Monitoring:** Campus Administrations, Teachers, and Support Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 211.13.6291.00.106.24.0.00 - Title I (211) - $4,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON, STEMScopes, Edusmart, I-Station, DLM kits, Circle Curriculum, Reading A-Z, SingSpellRead&Write, Imagine Math, and Reasoning Mind Blueprint. **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Campus Administration and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments. The district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. **Strategy's Expected Result/Impact:** Assessment Reports **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Ensure the use of the district's program for English Learners as it 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:** Campus Administrations and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Stainke Elementary 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: Stainke Elementary will facilitate K-2nd Reading Level Monitoring. 100% of teachers serving identified English Learner (EL) students will receive support in the understanding of language, literacy, and content interdependence.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Train teachers on pedagogy (sheltered instruction, language acquisition methodologies) that addresses the needs of the EL's population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to EL's. **Strategy's Expected Result/Impact:** Requisitions; use in classrooms; inclusion in lesson plans; meeting agendas and sign-ins **Staff Responsible for Monitoring:** Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	85%	40%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain up-to-date instructional technology, resources, materials, and/or supplies in bilingual, SLD, ELD classrooms in order to serve students more effectively. **Strategy's Expected Result/Impact:** Use of technology/supplies/ in instruction; enhanced TELPAS and STAAR scores for students utilizing technology; requisitions **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	85%	85%	95%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Facilitate the bilingual education Campus Administrators, and Teachers' attendance of training sessions, school visits, and conferences (such as Testing, Administrator, Region One, Assessment Conference, etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices in order to provide cutting-edge training and support. **Strategy's Expected Result/Impact:** Training certificates, sign-in sheets and requisitions **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 255 - Teacher/Principal (255) - $2,162, 289 - Title IV 289 - $800	25%	45%	90%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. **Strategy's Expected Result/Impact:** Master Schedules **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	45%	65%	90%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Monthly monitoring of students reading on grade level. **Strategy's Expected Result/Impact:** Increase number of students reading on grade level. Intentional targeting of strategies for student learning. **Staff Responsible for Monitoring:** Campus Administration & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	75%	80%	95%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Train and oversee the implementation of ELD and Guided Reading by ensuring that teachers have the materials and time necessary to adequately plan and implement linguistic accommodations and to imporove linguistic development of the ELs they serve. Ensure the monitoring of the Linguistic Accommodation Plan Forms (LAP). **Strategy's Expected Result/Impact:** Enhanced student performance **Staff Responsible for Monitoring:** Campus administration, counselors & teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	55%	85%	95%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Yearly training of the time and treatment model, LPAC process, use of linguistic accommodation plan and LPAC folder auditing system **Strategy's Expected Result/Impact:** Enhanced student performance, reduce number of students that are improperly placed **Staff Responsible for Monitoring:** Campus administration, counselors & teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	65%	80%	95%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Coordinate parental meetings with district departments and community to ensure more parents receive information that can benefit their children and families (Title III requirement) **Strategy's Expected Result/Impact:** Increased parental awareness **Staff Responsible for Monitoring:** Campus administration, counselors & teachers **Schoolwide and Targeted Assistance Title I Elements:** 3.2	25%	20%	90%	→

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

Goal 1: Stainke Elementary 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: Stainke Elementary library services department will facilitate the purchase of and monitor usage of key literacy programs in the district, including Accelerated Reader and MyOn for grades PK- 5th. The school will utilize 100% of available Accelerated reader licenses and increase the total word count for the school year by 5%. MyOn will be implemented and add to the district's goal of 150k books.

Evaluation Data Sources: MyOn purchase, AR purchase, reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Stainke Elementary will ensure the use of MyON by all students. **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	40%	80%	100%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Ensure library purchases are being made by librarian to be in compliance with the Texas library guidelines. **Strategy's Expected Result/Impact:** Library book purchases **Staff Responsible for Monitoring:** Library Services Director Principals Librarians	10%	65%	90%	→

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

Goal 1: Stainke Elementary 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 4: G1 The percentage of Kindergarten - Grade 2 students reading on or above grade level (as measured by Istation) will increase from 64% to 90% by the year 2023. Donna ISD AE Local (Exhibit) Goal Annual Targets: SY18/19=70%, SY19/20=75%, SY20/21=80%, SY21/22=85%, SY22/23=90%

Evaluation Data Sources: Istation

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: GMP 1.1 Percentage of Kindergarten students reading on or above grade level (as measured by Istation) will increase from 72% to 90% by 2023. Goal Annual Targets: SY18/19=76%, SY19/20=80%, SY20/21=84%, SY21/22=88%, SY22/23=90% **Strategy's Expected Result/Impact:** 90% of Kindergarten students will be reading at or above grade level by 2023. **Staff Responsible for Monitoring:** Campus Administration, District Administration, Teachers	15%	30%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: GMP 1.2 Percentage of 1st grade students reading on or above grade level (as measured by Istation) will increase from 55% to 90% by 2023. Goal Annual Targets: SY18/19=63%, SY19/20=70%, SY20/21=77%, SY21/22=84%, SY22/23=90% **Strategy's Expected Result/Impact:** 90% of 1st Grade students will be reading at or above grade level by 2023. **Staff Responsible for Monitoring:** Campus Administration, District Administration, Teachers	10%	35%	85%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: GMP 1.3 Percentage of 2nd grade students reading on or above grade level (as measured by Istation) will increase from 65% to 90% by 2023. Goal Annual Targets: SY18/19=70%, SY19/20=75%, SY20/21=80%, SY21/22=85%, SY22/23=90% **Strategy's Expected Result/Impact:** 90% of 2nd Grade students will be reading at or above grade level by 2023. **Staff Responsible for Monitoring:** Campus Administration, District Administration, Teachers	10%	45%	85%	→

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

Goal 1: Stainke Elementary 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 5: The percentage of students achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60% by 2023. Donna ISD AE Local (Exhibit) Goal Annual Targets: SY18/19=42%, SY19/20=47%, SY20/21=52%, SY21/22=57%, SY22/23=60%

Evaluation Data Sources: STAAR Data

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: GMP 2.1 The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR exam identified in the Eduphoria TEA STAAR import files will increase from 35% to 60% by 2023. Goal Annual Targets: SY18/19=40%, SY19/20=45%, SY20/21=50%, SY21/22=55%, SY22/23=60% **Strategy's Expected Result/Impact:** 60% of students will achieve meets and/or masters performance level on the STAAR exam. **Staff Responsible for Monitoring:** Campus Administration, District Administration, Teacher	10%	30%	60%	→

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

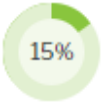
Goal 2: Stainke Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 1: The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from 26% to 33%.

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The district will implement a standards based grading system that Stainke teachers will abide by. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. **Strategy's Expected Result/Impact:** Gradebook **Staff Responsible for Monitoring:** Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. **Strategy's Expected Result/Impact:** Students will be reading at or above grade level and STAAR academic outcomes. **Staff Responsible for Monitoring:** Campus Administration & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: 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 standards per core content area **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	80%	95%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: 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:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	45%	80%	90%	→

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

Goal 2: Stainke Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Advanced Academics: Increase GT students achieving the meets and masters grade level standards on STAAR by 3%.

Evaluation Data Sources: STAAR Results

Summative Evaluation: Some progress made toward meeting Objective

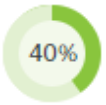
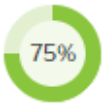
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. **Strategy's Expected Result/Impact:** Increased student performance. **Staff Responsible for Monitoring:** Campus administrators, district strategists and interventionists, and district director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	50%	95%	→

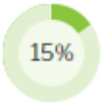
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading, Writing, Research, Science, Social Studies, Math, and technology. **Strategy's Expected Result/Impact:** Increased student performance. **Staff Responsible for Monitoring:** Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	40%	50%	85%	→

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

Goal 2: Stainke Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Special Education: Increase special education students achieving the meets and masters grade level standards on STAAR by 2%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide campus trainings in the area of accommodations and designated supports.				
Strategy's Expected Result/Impact: -increase teacher awareness of accommodations -increase accommodation implementation and effectiveness -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** Special Education Teacher, General Education Teachers, Campus administrators, 504 campus coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Coordinate with ELA department and provide trainings to ELA teachers and special education teachers on targeted instruction. (BG1, GB2, BG3) **Strategy's Expected Result/Impact:** -Increase communication and teacher planning between ELA general education teachers and special education teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance -increase IStation progress monitoring -increase lexile progress monitoring **Staff Responsible for Monitoring:** Special Education Director, ELA Director, ELA strategists, ELA instructional coaches, Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. (BG1, BG2, B3) **Strategy's Expected Result/Impact:** -increase student reading performance **Staff Responsible for Monitoring:** Campus Administrators & Special Education teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide online assessment resources to students in preparation of online state assessments. (BG2, BG3) **Strategy's Expected Result/Impact:** -increase student preparation in navigating online assessment resources -increase online state assessment performance **Staff Responsible for Monitoring:** Campus administrators, Special education teachers, Campus technicians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	75%	85%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Recognize student academic performance. Students and Staff will also attend special events and performances (BG2) **Strategy's Expected Result/Impact:** -increase teacher communication between general education teachers and special education teachers -increase student academic performance **Staff Responsible for Monitoring:** Special education teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	45%	100%	→

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide teacher training on district data monitoring resources to improve student progress monitoring. (BG1, BG2, BG3) **Strategy's Expected Result/Impact:** -increase student academic performance **Staff Responsible for Monitoring:** Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	75%	85%	→

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

Goal 2: Stainke Elementary 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. 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 by 5% points , from last year, the number of students identified as LEP students that achieve the MEETS and MASTERS grade level standard on STAAR.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement programs so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English. **Strategy's Expected Result/Impact:** Increased student performance on TELPAS **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	35%	85%	→

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

Goal 3: Stainke Elementary 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: Business and Finance: Stainke will ensure fiscal responsibility by reviewing internal controls, maintain financial transparency and maintain proper allocation of resources to improve student achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Conduct Annual Review of internal controls **Strategy's Expected Result/Impact:** Checklist, requisitions, purchase orders **Staff Responsible for Monitoring:** Principal	10%	55%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain campus web pages that contain financial information for easy access for staff, community members and other stakeholders **Strategy's Expected Result/Impact:** Information posted on web page **Staff Responsible for Monitoring:** Campus administration	10%	35%	65%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide training for all necessary campus personnel on the district and campus financial procedures **Strategy's Expected Result/Impact:** Agendas, sign-in sheets **Staff Responsible for Monitoring:** Business office supervisors and campus administration	10%	50%	85%	→

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

Goal 3: Stainke Elementary 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: Federal Programs-Stainke will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA, 90% of federal budgets will be spent.

Evaluation Data Sources: ESSA Application and Compliance Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Use of Title I Part A Funds: Programs/Activities/Strategies must be research based and meet the CNA **Strategy's Expected Result/Impact:** Evaluation will be on the Final ESSA Compliance Report **Staff Responsible for Monitoring:** Campus administrators, staff and teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1	10%	65%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Supplemental research for core areas Service delivery methods such as: Tutorials Small group instruction Individualized instruction Computer aided instruction Extended learning opportunities **Strategy's Expected Result/Impact:** Evaluation will be on Final ESSA Compliance Report Extra Duty Pay Reports **Staff Responsible for Monitoring:** Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** tutors - Title I (211) - $12,000	15%	80%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide funding for: Supplemental Guidance and Counseling Salaries, Trainings, Travel, Supplies & Materials & Misc. for counselors & counseling dept. **Strategy's Expected Result/Impact:** Evaluation will be on the Final ESSA Compliance Report **Staff Responsible for Monitoring:** Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** 289.31.6239.00.106.11.0.00 - Title IV 289 - $300, 199.31.6411.00.106.99.0.00 - Local (199) - $600	15%	55%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide funding for: Supplemental Health/Dental/Eye Care **Strategy's Expected Result/Impact:** Evaluation will be the requisitions for services **Staff Responsible for Monitoring:** Nurses and campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6	10%	40%	95%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Schoolwide Programs: Funds to improve student performance and upgrade the entire educational program Funding must be supplemental for all 6300s and all 6400s **Strategy's Expected Result/Impact:** Evaluations and requesitions **Staff Responsible for Monitoring:** Teachers and principals **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	40%	85%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide funding for supplemental clothing assistance for our economic disadvantaged students to purchase uniforms and misc clothing for students. **Strategy's Expected Result/Impact:** Vouchers for Clothing **Staff Responsible for Monitoring:** Campus Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 211.32.6499.00.106.24.0.00 - Title I (211) - $500	10%	50%	80%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide funding for our homeless population to purchase school supplies and/or personal hygiene products. **Strategy's Expected Result/Impact:** Vouchers for items **Staff Responsible for Monitoring:** Campus Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.6	15%	45%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide funding to hire part time parent attendance helpers to call home of all students who are absent on a daily basis. In an effort to improve academic performance, students need to be in school daily. This also improves district's ADA. Our at risk population is absent frequently, which further makes students behind. Calling home and getting them to school will assist their performance. **Strategy's Expected Result/Impact:** Improved Scores of AT risk population Improved ADA in all schools **Staff Responsible for Monitoring:** Campus Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1	20%	45%	100%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Campus administration and secretary will attend the Business Symposium to be informed of policies, changes and procedures. **Strategy's Expected Result/Impact:** Sign-in sheets **Staff Responsible for Monitoring:** Campus administration and secretary	100%	100%	100%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide incentives to staff members during testing, staff meetigns, end of the school year, t-shirts, Teacher of the Year trophy, etc. Provide working lunches for staff during Teacher Appreciation Week and/or whenever necessary. **Strategy's Expected Result/Impact:** Highly qualified teachers and staff will be maintained **Staff Responsible for Monitoring:** Campus administration **Funding Sources:** 199.23.6499.00106.99.0.00 - Local (199) - $2,550, 897.00.2190.01.106.00.0.00 - Title IV 289 - $5,000	20%	50%	85%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: All federal funds will be expended to enhance current programs and meet program intents. **Strategy's Expected Result/Impact:** Purchase Orders **Staff Responsible for Monitoring:** Campus administration	30%	50%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Stainke Elementary 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: Human Resources: Stainke will maintain a 100% highly qualified status for the staffing requirements of the ESSA. Stainke will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Direct/conduct 100% of the Investigations of all Title IX and Title VII allegations as per policy. **Strategy's Expected Result/Impact:** Appropriately resolve all investigations on a timely manner. **Staff Responsible for Monitoring:** Principal	25%	75%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Stainke will provide the statutorily required training in Title IX, VII, Child Abuse Awareness, and Policy to all staff twice per year. **Strategy's Expected Result/Impact:** All training will be documented and maintained at the Campus level **Staff Responsible for Monitoring:** All leadership staff	15%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Develop a recognition plan for exemplary teaching by providing all necessary materials needed to run an efficient office for the entire campus. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Campus administration	35%	75%	95%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: All staff will be trained or a refresher will be done on T-TESS to stay abreast of any changes. **Strategy's Expected Result/Impact:** Agendas, sign-in sheets, and all staff rated at least proficient **Staff Responsible for Monitoring:** Campus administration	90%	75%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Stainke Elementary 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 4: Testing & Evaluation Department: Stainke will ensure that all 3rd-5th grade students are tested with the required state assessments. The campus will ensure that 100% of the Campus Testing Coordinators, Principals, and other staff involved with testing receive appropriate training yearly.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The testing coordinator will attend Region One for Staff Development and meetings to learn about any state/federal changes or updates. In addition, the Principal and testing coordinator will attend conferences s and training related to testing. **Strategy's Expected Result/Impact:** Information will be shared with staff when returned, so that information will be implemented. **Staff Responsible for Monitoring:** Campus Administration				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Stainke Elementary 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 5: Expenditures: Stainke will expect 100% of all allocated funds to be used for their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide supplies, materials, and technology resources to implement initiatives throughout the year for Red Ribbon Week, bully prevention, social-emotional learning, PBIS, Capturing Kids Hearts, positive reinforcements, incentives and citizenship. Provide refreshments and materials for training (as needed). **Strategy's Expected Result/Impact:** Implementation of daily operations and initiatives. **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - State Comp.(164) - $2,780, 211 - Title I (211) - $4,400, 263.11.6399.00.106.25.0.00 - Title III (263) - $3,632, 289.31.6399.00.106.11.0.00 - Title IV 289 - $2,180, - Local (199) - $4,000, - Migrant (212) - $3,800, 255.13.6399.00.106.24.0.00 - Teacher/Principal (255) - $2,000	25%	35%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Contracted Services **Strategy's Expected Result/Impact:** Requests for Contacted Services **Staff Responsible for Monitoring:** Principal	25%	50%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Operating Leases **Strategy's Expected Result/Impact:** Lease **Staff Responsible for Monitoring:** Principal	25%	65%	95%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Fixed Assets: Audio/Visual equipment including but not limited to computers, projectors,laminating machine-repair and display cameras, radios **Strategy's Expected Result/Impact:** Quotes, purchase orders and requisitions **Staff Responsible for Monitoring:** Principal and secretary **Funding Sources:** 199.23.6399.00.106.99.00.0 - Local (199) - $4,000	35%	85%	90%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Extra Duty Pay-Provides funds for personnel to compensate for working and/or after regular hours, during summer administrations, etc. **Strategy's Expected Result/Impact:** Work performance to complete the task. **Staff Responsible for Monitoring:** Principal	20%	60%	95%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide resources in all grade levels that will impact the quality of instruction. **Strategy's Expected Result/Impact:** Supplies and Materials **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** Buy instructional supplies - Local (199) - 199.11.6399 - $4,250, Buy instructional supplies - Title I (211) - 211.11.6399 - $4,400, supplies - Title IV 289 - $2,180, - State Comp.(164) - 164.11.6399 - $2,780	35%	70%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Student and employee travel expenses including transportation, fees and meals. Robotics Competitons ,Funding for fieldtrips and tshirt for fieldtrips will be done by having fundraisers. **Strategy's Expected Result/Impact:** Travel paperwork, Funds and Buses **Staff Responsible for Monitoring:** Campus Administration and Teachers **Funding Sources:** Expenses for field trip buses - Local (199) - 199.11.6494 - $3,400, Expenses for field trip entrance fees and meals - Local (199) - 199.11.6412 - $3,800, 289.11.6412.00.106.11.0.00 - Title IV 289 - $700 , 289.11.6494.00.106.11.0.00 - Title IV 289 - $1,000, Expenses for field trip buses & entrance fee - State Comp. (164) - $5,900	5%	15%	0%	

Strategy 8 Details	Reviews			
Strategy 8: Operational leases	Formative			Summative
Strategy's Expected Result/Impact: Purchase Orders	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus Administration and Secretary **Funding Sources:** To pay for student copier - Local (199) - 199.11.6269 - $13,000, To pay for office copier - Local (199) - 199.23.6269 - $4,000, To pay for counselors copier - Local (199) - 199.31.6269 - $1,500	25%	50%	100%	100%

Strategy 9 Details	Reviews			
Strategy 9: Fixed Assets: Audio/Visual equipment including but not limited to computers, projectors, and display cameras.	Formative			Summative
Strategy's Expected Result/Impact: Purchase Orders	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus Administration and Secretary **Funding Sources:** surveilance cameras - Local (199) - 199.23.6499 - $2,550	30%	80%	100%	100%

Strategy 10 Details	Reviews			
Strategy 10: Teachers, media specialist and administration will attend Region One trainings for all content areas as needed.	Formative			Summative
Strategy's Expected Result/Impact: Travel Paperwork	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus Administration and Secretary **Funding Sources:** - Title I (211) - 211.21.6239.00.106.24.0.00 - $1,698	25%	55%	0%	

Strategy 11 Details	Reviews			
Strategy 11: Campus will ensure all monies allocated to the campus are spent in accordance to campus needs and in compliance with federal and business guidelines.	Formative			Summative
Strategy's Expected Result/Impact: Compliance report and campus budget	Sept	Dec	Mar	June
Staff Responsible for Monitoring: Campus Administration	50%	70%	95%	100%

Strategy 12 Details	Reviews			
Strategy 12: Strategy 12: Promote a safe and secure environment on the campus by the use and purchase of PPE personal protective equipment gear/supplies for campus faculty, staff and students.	Formative			Summative
Strategy's Expected Result/Impact: Minimize exposure to hazards that cause serious workplace injuries and	Sept	Dec	Mar	June

illnesses.
Staff Responsible for Monitoring: Campus administration

Funding Sources: - $12,000

45%	75%	95%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Stainke Elementary 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 6: Warehouse/Fixed Assets/Textbooks - Warehouse Departments will ensure all requisitions requested by Stainke are expedited in a timely manner as per identified needs.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide all necessary textbooks and materials to teachers to ensure student success. **Strategy's Expected Result/Impact:** Completed Requisitions **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4	5%	60%	85%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Stainke Elementary 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 7: Stainke custodians will ensure to maintain the building, its premises and the facilities within, keeping them safe and clean.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Provide janitorial supplies only after the head custodian submits their orders.	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Supply Orders **Staff Responsible for Monitoring:** Campus Administration, Head Custodian **Funding Sources:** 199.51.6319.00.106.99.0.00 - Local (199)	25%	50%	80%	→

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Design and implement plan for assisting custodians to work in shifts	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Work schedule **Staff Responsible for Monitoring:** Campus administration	35%	45%	30%	→

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Buy staff materials needed to perform duties such as raincoats, etc...	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Purchase Orders **Staff Responsible for Monitoring:** Campus administration	30%	85%	50%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Implement an evaluation process for evaluating work performance.	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Completed evaluations **Staff Responsible for Monitoring:** Campus administration	35%	80%	75%	→

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

Goal 3: Stainke Elementary 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 8: Technology Department: Stainke improve their inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Maintain and update the campus inventory using district guidelines. **Strategy's Expected Result/Impact:** Completed Inventory **Staff Responsible for Monitoring:** Campus Administration and Inventory Personnel	55%	35%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue placing work orders as needed and ensure completion and/or follow up. Pay copier rentals. **Strategy's Expected Result/Impact:** Work-order Documentation **Staff Responsible for Monitoring:** Campus Administration, Staff and Teachers **Funding Sources:** - Local (199) - 199.31.6269.00.106.99.0.00 - $13,000	45%	50%	85%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Follow district procedures for transferring of equipment. **Strategy's Expected Result/Impact:** Transfer Documentation **Staff Responsible for Monitoring:** Campus Administration, Staff and Teachers	75%	75%	95%	100%

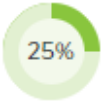
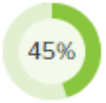
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Campus will purchase laptops, projectors, document cameras, headphones and a magnetic entry system for the front entrance. **Strategy's Expected Result/Impact:** PO's **Staff Responsible for Monitoring:** Campus Administration	55%	80%	90%	100%

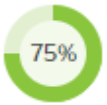
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Trainings will be provided to staff every six weeks by our technology representative. **Strategy's Expected Result/Impact:** Sign in sheets, agendas **Staff Responsible for Monitoring:** Technology representative				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Stainke Elementary 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 9: Maintenance Department: Stainke will ensure that 95% of the work order requests are accurate and improve the completion rate from 90% to 95%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Ensure that work-orders such as electrical, A/C, plumbing are completed and/or follow up. **Strategy's Expected Result/Impact:** Work orders **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - Local (199) - 199.51.6319.00.106.99.0.00 - $379				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The campus will ensure that the security guard will have a working golf cart throughout the school year. Any repairs need for golf cart. **Strategy's Expected Result/Impact:** PO's **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - Local (199) - 199.23.6246.00.106.99.0.00 - $1,100				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Stainke Elementary 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 10: Warehouse Department: Stainke will ensure that campus order requests will be completely processed and submitted in a timely manner.

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Campus will conduct inventory and ensure that materials are ordered as needed in a timely manner. **Strategy's Expected Result/Impact:** Order Forms **Staff Responsible for Monitoring:** Campus Administration and Secretary	Sept	Dec	Mar	June
	100%	100%	100%	→

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Warehouse supplies will be received, stored, and distributed to teachers upon request. **Strategy's Expected Result/Impact:** Supply request form **Staff Responsible for Monitoring:** Counselor's clerk	Sept	Dec	Mar	June
	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Campus will inventory materials delivered to the campus for accuracy. **Strategy's Expected Result/Impact:** Order forms and requests **Staff Responsible for Monitoring:** Campus Secretary	Sept	Dec	Mar	June
	100%	100%	100%	100%

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

Goal 3: Stainke Elementary 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 11: Transportation Department: Stainke will ensure that 100% of the district's bus routes will be on time to drop off and pick up students at their respective location.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Notify Transportation Department when a late arriving pattern has risen. **Strategy's Expected Result/Impact:** Phone Calls/Emails **Staff Responsible for Monitoring:** Campus Administration	80%	65%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Inform Transportation Department when issues arise during morning/afternoon routes. **Strategy's Expected Result/Impact:** Phone Calls/Emails **Staff Responsible for Monitoring:** Campus Administration	80%	95%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Students will wear tags with their name, address, phone number, and campus information. **Strategy's Expected Result/Impact:** Bus tags **Staff Responsible for Monitoring:** Teachers	85%	85%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Campus will ensure that all students load the buses in a timely and orderly manner. **Strategy's Expected Result/Impact:** Campus procedures **Staff Responsible for Monitoring:** Campus Administration	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

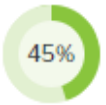
Goal 3: Stainke Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 12: Expenditures: Stainke will expend 100% of all allocated funds and campus will allocate their expenditures based on a Comprehensive Needs Assessment developed by the leadership team.

Goal 4: Stainke Elementary 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 including field trips and out door activities.

Performance Objective 1: Risk Management: Stainke will ensure that the Emergency Operations Plan 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			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Communicate available insurance benefits to enroll all employees **Strategy's Expected Result/Impact:** Presentations, Fliers and Meetings **Staff Responsible for Monitoring:** Campus Administration and Director				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All campus employees will be trained on an emergency exit plan, update as needed and debrief on campus safety drills. **Strategy's Expected Result/Impact:** Minutes **Staff Responsible for Monitoring:** Campus Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: All campus teachers will be provided with an emergency map to be posted by their door. **Strategy's Expected Result/Impact:** Map **Staff Responsible for Monitoring:** Campus Administration				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: A fire drill will be done once a month and lockdown twice a year to monitor the effectiveness of student safety. **Strategy's Expected Result/Impact:** Reports **Staff Responsible for Monitoring:** Campus Administration				

	20%	70%	90%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Stainke Elementary 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 including field trips and out door activities.

Performance Objective 2: Police/Security Department: Stainke will provide a safe environment for all students by minimizing discipline reports.

Evaluation Data Sources: PEIMS Discipline Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide security for all students, staff and property **Strategy's Expected Result/Impact:** Incident/Offense Reports **Staff Responsible for Monitoring:** Security Guards	60%	70%	90%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Classroom educational presentations; (ie. drug, gang, and bullying, tobacco) for prevention purposes. **Strategy's Expected Result/Impact:** Presentation Request Forms Campus Rosters or Class Documentation **Staff Responsible for Monitoring:** Police Officers and Counselor	40%	70%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Community meetings and presentations for student safety. **Strategy's Expected Result/Impact:** Presentation Request Forms Campus Rosters or Class Documentation **Staff Responsible for Monitoring:** Counselor	30%	70%	90%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Stainke Elementary 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 including field trips and out door activities.

Performance Objective 3: Nursing/Health Services: Stainke will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

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

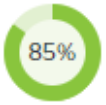
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide Vision Services to students as needed. **Strategy's Expected Result/Impact:** Mandated State report due @ end of the year that will show an increased amount of students being given medical vouchers for Vision evaluation by an MD. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff	45%	75%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide Dental Services to students as needed. **Strategy's Expected Result/Impact:** Medical Referrals from campuses sent to Health Services office to generate a PO and Vouchers given to students for Dental servicers @ Dentist office. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff	35%	60%	80%	100%

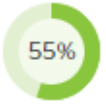
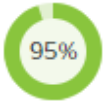
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide Hearing services to students as needed. **Strategy's Expected Result/Impact:** Mandated State report due @ end of year that will show an increased amount of students being given medical vouchers for Hearing evaluation by an MD. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff	45%	65%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide Scoliosis screenings to students as needed. **Strategy's Expected Result/Impact:** Mandated State report due at end of year. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff	10%	55%	90%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide head lice checks to students during screening procedures as needed. **Strategy's Expected Result/Impact:** Nursing staff will have a log of students that were checked for nit/head lice and outcome. Some were treated with medicated shampoo at home, others were reported to CPS because of parental non-compliance. Students with Medicaid/Insurance will be evaluated by an MD, if student has no insurance Nurses will give medicated shampoo to parents to use on students as per DISD Medication Protocol. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide Acanthosis Nigricans screenings to students as needed and conduct Diabetes awareness data collection through SEEP (School Education & Enrollment Program). **Strategy's Expected Result/Impact:** Texas Risk Assessment for Type 2 Diabetes in Children reported to UTRGV Border Health Office and collection of forms from students. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide First Aid to students and staff as needed. **Strategy's Expected Result/Impact:** Improve the health and well being of students and staff. All clinic visits will be imputed in TEAMS. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Administer medications to students as ordered by MD or with parent's signed permission & monitor compliance. **Strategy's Expected Result/Impact:** Improve the student health & well being of students. Students will attend school while they are on a medication regimen to increase student attendance. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Licensed Nurses will perform medical procedures to students as ordered by MD. Registered Nurses will formulate Individualized Health Care Plans for Sp. Ed. & 504 students requiring a medical service using APIE method: Assessment, Planning, Intervention & Evaluation. **Strategy's Expected Result/Impact:** Child will attend and remain in school due to life sustaining medical procedures being done by licensed nursing staff. School staff will adhere to the student's IHP (Healthcare Plan) & IEP (Individualized Education Plan). **Staff Responsible for Monitoring:** Licensed Nursing staff				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Review student's Immunization record and monitor compliance of required immunizations district wide. Input all immunizations into computer to generate Annual Immunization Report. **Strategy's Expected Result/Impact:** DISD will get 100% on Annual State Immunization Report. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff	100%	100%	100%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Perform presentations & educate students, parents, & staff on Personal Hygiene, Flu prevention, Promote Vaccines Good Nutrition, Diabetes Awareness, Cancer Awareness, Heart Disease, Vision Care, Dental Care, Puberty/Abstinence, Safety, First Aid, Food Allergy & Anaphylaxes Prevention, Child Sexual Abuse Prevention, STD, HIV/AIDS awareness & Prevention and any other disease process, chronic health condition, or community awareness to improve or promote a healthy life style. **Strategy's Expected Result/Impact:** Student's school attendance will increase due to education & awareness to prevent diseases, parents will staff will have increased knowledge of conditions that warrant MD evaluation. Parental Permission will be required for Puberty, Abstinence, and STD, HIV/AIDS Presentations. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff	55%	60%	80%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: All campus nursing staff will imput all clinic visits, health screenings, health information, medications & medical procedures into computer program...TEAMS. Need funds for all Clinics that will require computers & printers and will replace out dated and inoperable technology equipment. **Strategy's Expected Result/Impact:** DISD will have 100% compliance with Mandatory Annual State Reports. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff	95%	100%	100%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: All RNs will attend ARD meetings for 504 & Sp. Ed students and will formulate and update (IHPs) Individualized Health Care plans. **Strategy's Expected Result/Impact:** An RN will be available to attend all student ARDs & 504 meetings, formulate and ensure that IHPs are done and carried out by school staff. **Staff Responsible for Monitoring:** Campus Administration	50%	80%	100%	100%

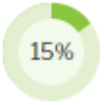
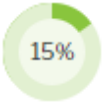
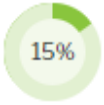
Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Nursing staff needed at NTD registration to verify student's vaccines for compliance and ensure all enrollment health forms are filled out. **Strategy's Expected Result/Impact:** 100% compliance on Annual Immunization District Report and ensure that health problem lists at campuses are up to date. **Staff Responsible for Monitoring:** Health Services Director, & campus nursing staff	50%	90%	100%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Perform presentations & educate students, parents, & staff on Personal Hygiene, Flu prevention, Promote Vaccines Good Nutrition, Diabetes Awareness, Cancer Awareness, Heart Disease, Vision Care, Dental Care, Puberty/Abstinence, Safety, First Aid, Food Allergy & Anaphylaxes Prevention, Child Sexual Abuse Prevention, STD, HIV/AIDS awareness & Prevention and any other disease process, chronic health condition, or community awareness to improve or promote a healthy life style. **Strategy's Expected Result/Impact:** Student's school attendance will increase due to education & awareness to prevent diseases, parents will staff will have increased knowledge of conditions that warrant MD evaluation. Parental Permission will be required for Puberty, Abstinence, and STD, HIV/AIDS Presentations. **Staff Responsible for Monitoring:** Licensed & Non-licensed Nursing staff.	35%	70%	100%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: The district will partner with the University of Texas Rio Grande Border Health Office to be a part of creating healthy eating choices for kids plus grant at the elementary level. 4th grade students will be involved in promoting initiatives which focus on a nutritional balanced diet for school age children and their parents. With the monies given, each campus will need to purchase seeds, seedlings, dirt, landscape fence and other gardening supplies. The district will hold an end of year project community garden celebration to include a fruit and vegetable feast with students and parents. **Strategy's Expected Result/Impact:** Campus will take pictures of the gardens . a log of student participation will be kept. Campuses will maintain a sign in sheet of student participation. At the end of the year students will be expected to inherit healthy eating habits over their life time. **Staff Responsible for Monitoring:** Nurses,Administration, secretary Account 480 Grant was added on PE part of CIP	5%	10%	0%	

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Upon registration parents must submit proper immunization documentation to ensure all immunizations are up to date. Buy radio so that the nursing department can communicate with office, classrooms when an emergency arises. **Strategy's Expected Result/Impact:** PEIMS **Staff Responsible for Monitoring:** Nurse	80%	85%	100%	100%

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Campus nurse will request and receive supplies in order to tend to our student's medical needs. **Strategy's Expected Result/Impact:** Supply request **Staff Responsible for Monitoring:** Campus Administration and Nurse				

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: The campus will build a Relay for Life team and raise funds through various activities. Proceeds will support the American Cancer Society. **Strategy's Expected Result/Impact:** Pictures, bank deposit slips **Staff Responsible for Monitoring:** Nurse				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Stainke Elementary 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 including field trips and out door activities.

Performance Objective 4: Nutrition/Food Services: Stainke will provide nutritional meals to 100% of all PK-12 students to support academic success.

Evaluation Data Sources: Meals served, checks to campus cafeterias from nutrition department.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide special diets as ordered by medical doctors for individuals with disabilities. **Strategy's Expected Result/Impact:** Doctor's Dietary Orders **Staff Responsible for Monitoring:** Cafeteria manager and nurse	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All students will provided an opportunity to eat a nutritious meal. 2nd thru 5th grade students will be given a food choice. During field trips, lunch and breakfast will be provided. **Strategy's Expected Result/Impact:** Menu **Staff Responsible for Monitoring:** Cafeteria manager **Schoolwide and Targeted Assistance Title I Elements:** 2.5	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Stainke Elementary 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 including field trips and out door activities.

Performance Objective 5: Drop Out Prevention: Stainke will increase the attendance rate.

Evaluation Data Sources: TAPR report/PBMAS

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify and provide RTI, tutoring, counseling, and school/community resources to homeless students. **Strategy's Expected Result/Impact:** Students will master state administered assessments **Staff Responsible for Monitoring:** Campus Administration and Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	65%	75%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Conduct 6 wk. attendance audits Study trends to target populations and maintain accurate records. **Strategy's Expected Result/Impact:** Improved ADA Six weeks attendance rates Annual ADA rate **Staff Responsible for Monitoring:** Campus administration Intake/attendance dept. Truancy Officers McKinney-Vento Dept. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	70%	60%	85%	100%

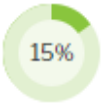
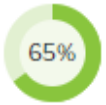
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Follow district written protocol to address truancy and attendance trends **Strategy's Expected Result/Impact:** Improved ADA **Staff Responsible for Monitoring:** Campus administration and attendance clerk **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	75%	75%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Formation of campus based attendance committee **Strategy's Expected Result/Impact:** Enrollment data **Staff Responsible for Monitoring:** Director & Attendance Staff, campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	45%	85%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Ensure campus informs parents on attendance rules, credit denial, promotion and truancy **Strategy's Expected Result/Impact:** Mtg. Agenda, Sign-In Sheets **Staff Responsible for Monitoring:** Attendance clerk and campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	60%	65%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide an Attendance Incentive Program **Strategy's Expected Result/Impact:** Warning letters **Staff Responsible for Monitoring:** District and Campus level staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	65%	75%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance, completion, and dropout prevention efforts. **Strategy's Expected Result/Impact:** Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports. **Staff Responsible for Monitoring:** Director of Intake Center Truancy Officers McKinney-Vento Clerk Campus Principals Attendance Helpers Teachers Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	65%	75%	95%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: The Campus will reward student every six weeks and at the endo of the semester/yer for attendance. Students name will be displayed every six weeks **Strategy's Expected Result/Impact:** campus attendance reports **Staff Responsible for Monitoring:** All Stakholders **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 199.11.6499.00106.11.0.00 - Local (199) - $4,000				

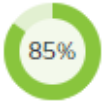
 No Progress Accomplished Continue/Modify Discontinue

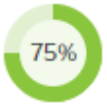
Goal 4: Stainke Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations including field trips and out door activities.

Performance Objective 6: Physical Education: Stainke will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Collect fitness data for all students at all campuses enrolled in PE/Health using FITNESSGRAM. **Strategy's Expected Result/Impact:** Fitnessgram data (annual) in grades 3-12 **Staff Responsible for Monitoring:** PE/Health teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health at all elementary campuses **Strategy's Expected Result/Impact:** Lesson plans Online Curriculum Fitnessgram data (annual) in grades 3-5 **Staff Responsible for Monitoring:** Campus/PE Health teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. **Strategy's Expected Result/Impact:** campus grade-level rosters **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Maintain up-to-date PE/Health timelines online, aligning state standards and district-adopted curricula. **Strategy's Expected Result/Impact:** Curriculum Collaborative (SharePoint) **Staff Responsible for Monitoring:** PE/Health teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Stainke Elementary 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 including field trips and out door activities.

Performance Objective 7: Advanced Academics: Stainke will ensure that 97% of all Gifted/Talented will meet the state standards on all areas of STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Elementary students will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, NASA, GT Competitions, and group projects of study **Strategy's Expected Result/Impact:** Classroom observation, lesson plans **Staff Responsible for Monitoring:** Campus Administrators, Gifted/Talented Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.2	15%	55%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will be provided opportunities to participate in high level extracurricular activities such as spelling bee, UIL, & Battle of the Books. **Strategy's Expected Result/Impact:** Generated & paid for requisitions **Staff Responsible for Monitoring:** Campus Administrators, Librarians/Coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.2	15%	70%	100%	100%

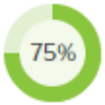
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide adequate/effective GT basic and maintenance training such as 30 hour mandatory training and 6 hour update training **Strategy's Expected Result/Impact:** Certificates of completion from Region I, generated **Staff Responsible for Monitoring:** Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	85%	90%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide and train administrators & counselors on the Texas State Plan for gifted **Strategy's Expected Result/Impact:** Sign in sheets & certificates **Staff Responsible for Monitoring:** Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5	85%	70%	80%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide information to parents on G/T through parent meetings and social media **Strategy's Expected Result/Impact:** Newsletter **Staff Responsible for Monitoring:** Campus administration, and teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2	80%	45%	80%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Campuses recognize TPSP participants by showcasing projects through events like Gallery Walk, Literacy Night, etc. with medals or trophies **Strategy's Expected Result/Impact:** Social media and school website **Staff Responsible for Monitoring:** Campus administration & classroom teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.2	80%	85%	80%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide G/T instructional resources to supplement instructional programs in all core areas when applicable **Strategy's Expected Result/Impact:** Classroom observation, lesson plans, assessments **Staff Responsible for Monitoring:** Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2	65%	65%	90%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide G/T instructional resources to supplement instructional programs in all core areas when applicable **Strategy's Expected Result/Impact:** Classroom observation, lesson plans, assessments **Staff Responsible for Monitoring:** Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Stainke Elementary 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 including field trips and out door activities.

Performance Objective 8: Technology: Students K-5th grades will learn about digital citizenship and cyberbullying using online curriculum.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide curriculum to ensure personal safety for students in a digital world and Acceptable Use Policies that specify expectations and rules for students, parents and teachers. **Strategy's Expected Result/Impact:** Provide curriculum to ensure personal safety for students in a digital world and Acceptable Use Policies that specify expectations and rules for students, parents, and teachers.DISD will use Learning.com as the main platform for Digital Citizenship and cyberbullying. **Staff Responsible for Monitoring:** Campus Administrators, Media Specialist/Librarian, Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide access to an anonymous reporting hotline and website to ensure personal safety for students against bullying and cyber bullying. **Strategy's Expected Result/Impact:** Provide curriculum to ensure personal safety for students in a digital world and Acceptable Use Policies that specify expectations and rules for students, parents, and teachers. DISD has a Direct HOTLINE available for students, teachers and staff to report any bullying. DISD is working on creating an app to report bullying. **Staff Responsible for Monitoring:** Campus Administrators, Counselors, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5	95%	95%	90%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Stainke Elementary 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 including field trips and out door activities.

Performance Objective 9: Migrant: Stainke will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%

Evaluation Data Sources: PBMAS & STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Determine individual needs for instructional and support services that will: Identify available resources and make referrals to address said needs such as dropout prevention programs; coordinate with the entities to ensure that the child has access to the appropriate services; and follow-up to monitor and document progress. **Strategy's Expected Result/Impact:** Student sign-in sheets; home visits; letters to parents; prescriptions **Staff Responsible for Monitoring:** Campus Administration, counselors, teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide school supplies and utilizing other fund sources provide clothing (uniforms, under clothing, shoes and jackets) when necessary. **Strategy's Expected Result/Impact:** Clothing Vouchers/POs; Warehouse Requests for school supplies; Signed Students Rosters Acknowledging the receipt of school supplies **Staff Responsible for Monitoring:** Campus Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Prioritize instructional and support services for targeted PFS students first before regular migrant students by: Tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas **Strategy's Expected Result/Impact:** Meeting STAAR Passing Standards **Staff Responsible for Monitoring:** Campus administration, teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide a list of migrant students to be encoded into PEIMS with the migrant indicator code by the Title I Migrant Coordinator **Strategy's Expected Result/Impact:** Migrant PEIMS Report **Staff Responsible for Monitoring:** PEIMS Staff, campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Stainke Elementary 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 including field trips and out door activities.

Performance Objective 10: Student Support Services: C. Stainke Elementary students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Mini-lessons will be provided to students on responsibility, bullying, respect, fairness, trust worthiness and citizenship. Buy incentives for all students **Strategy's Expected Result/Impact:** Office referral decrease **Staff Responsible for Monitoring:** Campus Administration and Counselor **Funding Sources:** To pay for Anti bullying motivational speaker - Title IV 289 - 289.31.6299.00.106.11.0.00 - $1,700, Buy incentives for all students - Title IV 289 - 289.11.6499.00.106.11.0.00 - $3,000	20%	50%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Serve students on a needed basis through counseling, supplies and clothing referrals. **Strategy's Expected Result/Impact:** Vouchers **Staff Responsible for Monitoring:** Counselor **Funding Sources:** Instructional supplies - Title IV 289 - 289.31.6399.00.106.11.0.00 - $1,000, - Title I (211) - 211.31.6499.00.106.24.0.00 - $3,000	25%	70%	85%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Counselor will promote a drug free life during Red Ribbon Week and "Say No to Drugs" by presenting and inviting guest speakers. **Strategy's Expected Result/Impact:** Sign in sheets, schedules, pictures **Staff Responsible for Monitoring:** Counselor **Funding Sources:** Instructional supplies - Title IV 289 - 289.31.6399.00.106.11.0.00 - $1,000	25%	65%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Staff will be trained on district policies on protecting children. **Strategy's Expected Result/Impact:** Sign in sheets **Staff Responsible for Monitoring:** Campus Administration	85%	90%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Stainke Elementary 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 including field trips and out door activities.

Performance Objective 11: Insurance: Stainke Elementary will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus employees will be given an opportunity to attend a presentation on insurance opportunities. Parents will be provided with an opportunity to enroll their children in a district approved student accident insurance. **Strategy's Expected Result/Impact:** Enrollment forms **Staff Responsible for Monitoring:** Risk management director and Campus Administration	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Employees will be given an opportunity to participate in Personalized Prevention once a year. **Strategy's Expected Result/Impact:** Sign in sheets **Staff Responsible for Monitoring:** Nurse and Campus Administration	75%	85%	0%	→

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

Goal 4: Stainke Elementary 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 including field trips and out door activities.

Performance Objective 12: Stainke Elementary will help increase the number of high school graduates by creating awareness to future graduations such as but not limited to high school and college graduation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus will purchase caps , gowns and tassels for all kinder graduates to increase awareness of future graduations starting with their kinder one. **Strategy's Expected Result/Impact:** Increase high school graduation awareness. **Staff Responsible for Monitoring:** Kinder teachers Campus Administration	35%	45%	75%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Stainke Elementary 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: CLPAC: Stainke will maintain the required members in the Campus Level Planning and Advisory Committee to oversee district decisions, plans, and improvement activities at least 4 times per year.

Evaluation Data Sources: CLPAC meeting sign ins and agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus administration will establish committee membership as per Policy. **Strategy's Expected Result/Impact:** CLPAC Member's List **Staff Responsible for Monitoring:** Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6	25%	45%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Create a schedule of CLPAC meetings for the year. **Strategy's Expected Result/Impact:** Schedule **Staff Responsible for Monitoring:** Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Stainke Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

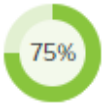
Performance Objective 2: Parental and Family Engagement Department: Stainke will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year.

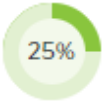
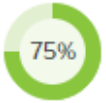
Evaluation Data Sources: Volunteer sign in at each site on a daily basis and the sign in at the meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Review, revise, and disseminate parental involvement policy with parents in accordance with Title I requirements. **Strategy's Expected Result/Impact:** Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures **Staff Responsible for Monitoring:** Parent Educators, Principals **Schoolwide and Targeted Assistance Title I Elements:** 3.1	30%	35%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Review, Revise, and implement, school/parent compacts to develop a strong school/family partnership. **Strategy's Expected Result/Impact:** Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures **Staff Responsible for Monitoring:** Parent Educator & Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	20%	45%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Hold Parent Learning Academies (PLA) to provide parents with information about Title I requirements and state/district policies and procedures. ie. speakers, open dialogue, district resources, workshops, etc. **Strategy's Expected Result/Impact:** Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures **Staff Responsible for Monitoring:** Parent Educator & Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	15%	65%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Identify and provide assistance and support to parents of struggling students so they may improve in areas of academics, attendance, and discipline. **Strategy's Expected Result/Impact:** Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures **Staff Responsible for Monitoring:** Parent Educator & Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Build parents' capacity by providing them with training and workshops in a variety of topics throughout the year such as: Nutrition classes, computer classes, ESL classes, GED classes, parent workshops, P.A.S.O.S., etc. **Strategy's Expected Result/Impact:** Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures **Staff Responsible for Monitoring:** Parent Educator & Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide parents with information on Title I program and requirements. **Strategy's Expected Result/Impact:** Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures **Staff Responsible for Monitoring:** Parent Educator & Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide parent and family engagement meetings to disseminate information on: Student achievement, school performance, curriculum programs, federal program requirements, parents' rights, and needs assessments for Title I Programs.				

Strategy's Expected Result/Impact: Meeting invitations, sign-in sheets, meeting agendas, handouts, evaluations, pictures
Staff Responsible for Monitoring: Parent Educator & Principal

Schoolwide and Targeted Assistance Title I Elements:
3.2

  No Progress Accomplished Continue/Modify Discontinue

Goal 5: Stainke Elementary 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: Bilingual/ESL/Migrant: Participate in and/or provide at least 4 events/meetings/trainings/fairs/celebrations to inform parents of the district's Bilingual model.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Coordinate parental meetings with district departments and community sites to ensure more parents receive information that can benefit their children and families, Title III requirement. (ie. Health Fair, Sp. Educ. Parent Meetings, Bil/ESL Dept. Meetings) **Strategy's Expected Result/Impact:** Invitation, Sign- in sheets, Agendas, Pictures (optional) **Staff Responsible for Monitoring:** Parent Educator & Principal **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	25%	30%	70%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Stainke Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 4: Fine Arts: Stainke will support continuous success for all Fine Art students.

Evaluation Data Sources: Fine Arts cross-curricular projects, Community engagement projects, Committee agendas/sign-in documents.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: All fine art teachers will showcase their students through community performances, concerts, recitals, and exhibits. **Strategy's Expected Result/Impact:** Increase in school, family and community engagement. **Staff Responsible for Monitoring:** Fine Arts Director, Campus Fine Arts Coordinator, Fine Arts Teacher **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	15%	40%	70%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Stainke Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 5: CLPAC and DLPAC: Stainke will maintain 100% of the required members in both District and Campus Level Planning and Advisory Committees to oversee all improvement activities at least 5 times per year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Replace members whose term has ended through nomination and voting process. **Strategy's Expected Result/Impact:** Meeting Attendance and Sign-ins **Staff Responsible for Monitoring:** Campus Administration and Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Members will attend meetings throughout the year as needed to oversee all improvement activities. **Strategy's Expected Result/Impact:** Meeting Attendance and Sign-ins **Staff Responsible for Monitoring:** Campus Administration and Teachers				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: CLPAC will ensure a parent and business representative serve in the committee as outlined in CLPAC policy. **Strategy's Expected Result/Impact:** Sign in sheets **Staff Responsible for Monitoring:** Campus Administration				

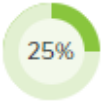
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Campus personnel will be provided with campus orientation to include: handbook, campus improvement plan, master schedule, duty schedules, committees (CIP, CNA, HB5, etc.). **Strategy's Expected Result/Impact:** Sign in sheets **Staff Responsible for Monitoring:** Principal				

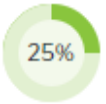
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Conduct a thorough comprehensive needs assessment that draws from both quantitative and qualitative data sources. **Strategy's Expected Result/Impact:** Sign in sheets, agendas, CNA narrative **Staff Responsible for Monitoring:** Campus Administration, committees composed of teachers, teacher assistants and stakeholders				

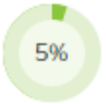
 No Progress Accomplished Continue/Modify Discontinue

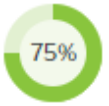
Goal 5: Stainke Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

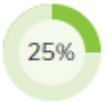
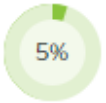
Performance Objective 6: Library Services : To promote the integration of curriculum, resources and teaching strategies to ensure success of all students as the effective creators and users of ideas and information enabling them to become life long learners.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide resources for teachers to use in their instructional settings (Fiction and Non-fiction reading materials, award winning books, audio visual, databases, e-books, professional books, magazines, newspapers, I-pads,etc.) Scholastic Fair will be take place twice a year. **Strategy's Expected Result/Impact:** Collective analysis 898 will be the account used for this vendor. Vendor will donate books to library. **Staff Responsible for Monitoring:** Librarian and Campus Secretary **Funding Sources:** reading materials - Local (199) - 199.12.6329.00.106.11.0.00 - $128, swank license - Local (199) - 199.12.6299.00.106.11.0.00 - $255, buses for battle of books - Local (199) - 199.11.6494 - $4,790				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Fieldtrip for AR students, distinguished readers, and word count readers. **Strategy's Expected Result/Impact:** Collective analysis **Staff Responsible for Monitoring:** Librarian and Campus Secretary **Funding Sources:** Expenses for AR fieldtrip - Local (199) - 199.12.6412.00.106.11.0.00 - $700				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Attend training/conferences to integrate library curriculum into classroom lessons. Provide presenters to enhance student knowledge in the areas of science, math and reading. **Strategy's Expected Result/Impact:** Collective analysis **Staff Responsible for Monitoring:** Librarian and Campus Secretary **Funding Sources:** Reading materials - Local (199) - 199.11.6329.00.106.11.0.00 - $800, TLA Conference for librarian - Local (199) - 199.12.6411.00.106.11.0.00 - $1,000, Pay for motivational speaker - Title IV 289 - 289.11.6291.00.106.11.0.00 - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide incentives for students who participate in Battle of the Books and Clubs **Strategy's Expected Result/Impact:** Collective analysis **Staff Responsible for Monitoring:** Librarian and Campus Secretary **Funding Sources:** Battle of the books incentives - Local (199) - 199.11.6499.00.106.11.0.00 - $200				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Librarian will create a recognition wall highlighting distinguished readers, AR point advancements, word count winners to be updated every Friday. **Strategy's Expected Result/Impact:** Wall of Champions **Staff Responsible for Monitoring:** Librarian				

 No Progress Accomplished Continue/Modify Discontinue

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$1,536.00
3	5	1			$2,780.00
3	5	6		164.11.6399	$2,780.00
3	5	7	Expenses for field trip buses & entrance fee		$5,900.00
				Sub-Total	$12,996.00
				Budgeted Fund Source Amount	$1,536.00
				+/- Difference	-$11,460.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	3	199.31.6411.00.106.99.0.00		$600.00
3	2	10	199.23.6499.00106.99.0.00		$2,550.00
3	5	1			$4,000.00
3	5	4	199.23.6399.00.106.99.00.0		$4,000.00
3	5	6	Buy instructional supplies	199.11.6399	$4,250.00
3	5	7	Expenses for field trip buses	199.11.6494	$3,400.00
3	5	7	Expenses for field trip entrance fees and meals	199.11.6412	$3,800.00
3	5	8	To pay for student copier	199.11.6269	$13,000.00
3	5	8	To pay for office copier	199.23.6269	$4,000.00
3	5	8	To pay for counselors copier	199.31.6269	$1,500.00
3	5	9	surveilance cameras	199.23.6499	$2,550.00
3	7	1	199.51.6319.00.106.99.0.00		$0.00
3	8	2		199.31.6269.00.106.99.0.00	$13,000.00
3	9	1		199.51.6319.00.106.99.0.00	$379.00
3	9	2		199.23.6246.00.106.99.0.00	$1,100.00
4	5	8	199.11.6499.00106.11.0.00		$4,000.00
5	6	1	reading materials	199.12.6329.00.106.11.0.00	$128.00
5	6	1	swank license	199.12.6299.00.106.11.0.00	$255.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	6	1	buses for battle of books	199.11.6494	$4,790.00
5	6	2	Expenses for AR fieldtrip	199.12.6412.00.106.11.0.00	$700.00
5	6	3	Reading materials	199.11.6329.00.106.11.0.00	$800.00
5	6	3	TLA Conference for librarian	199.12.6411.00.106.11.0.00	$1,000.00
5	6	4	Battle of the books incentives	199.11.6499.00.106.11.0.00	$200.00
				Sub-Total	$70,002.00
				Budgeted Fund Source Amount	$51,555.00
				+/- Difference	-$18,447.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$6,000.00
1	1	6	211.13.6291.00.106.24.0.00		$4,000.00
3	2	2	tutors		$12,000.00
3	2	6	211.32.6499.00.106.24.0.00		$500.00
3	5	1	211		$4,400.00
3	5	6	Buy instructional supplies	211.11.6399	$4,400.00
3	5	10		211.21.6239.00.106.24.0.00	$1,698.00
4	10	2		211.31.6499.00.106.24.0.00	$3,000.00
				Sub-Total	$35,998.00
				Budgeted Fund Source Amount	$24,598.00
				+/- Difference	-$11,400.00

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	5	1			$3,800.00
				Sub-Total	$3,800.00
				Budgeted Fund Source Amount	$3,800.00
				+/- Difference	$0.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3	255		$2,162.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	5	1	255.13.6399.00.106.24.0.00		$2,000.00
				Sub-Total	$4,162.00
				Budgeted Fund Source Amount	$3,162.00
				+/- Difference	-$1,000.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$800.00
3	5	1	263.11.6399.00.106.25.0.00		$3,632.00
				Sub-Total	$4,432.00
				Budgeted Fund Source Amount	$1,971.00
				+/- Difference	-$2,461.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	289.31.6239.00.106.11.0.00		$300.00
1	2	3	289		$800.00
3	2	3	289.31.6239.00.106.11.0.00		$300.00
3	2	10	897.00.2190.01.106.00.0.00		$5,000.00
3	5	1	289.31.6399.00.106.11.0.00		$2,180.00
3	5	6	supplies		$2,180.00
3	5	7	289.11.6494.00.106.11.0.00		$1,000.00
3	5	7	289.11.6412.00.106.11.0.00		$700.00
4	10	1	To pay for Anti bullying motivational speaker	289.31.6299.00.106.11.0.00	$1,700.00
4	10	1	Buy incentives for all students	289.11.6499.00.106.11.0.00	$3,000.00
4	10	2	Instructional supplies	289.31.6399.00.106.11.0.00	$1,000.00
4	10	3	Instructional supplies	289.31.6399.00.106.11.0.00	$1,000.00
5	6	3	Pay for motivational speaker	289.11.6291.00.106.11.0.00	$500.00
				Sub-Total	$19,660.00
				Budgeted Fund Source Amount	$7,378.00
				+/- Difference	-$12,282.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$56,043.00
				+/- Difference	$56,043.00
				Grand Total Budgeted	$150,043.00
				Grand Total Spent	$151,050.00
				+/- Difference	-$1,007.00

Donna Independent School District

J.W. Caceres Elementary

2021-2022 Campus Improvement Plan

Mission Statement

The mission of J.W. Caceres Elementary is to collaboratively work with students, staff, administration, and parents to build strong instructional opportunities for success and increased academic performance for all students.

Vision

We will inspire dreams in our students through pride, unity, and the pursuit of excellence in order to become the change we are expected to be.

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Goals 17
- Goal 1: J. W. Caceres Elementary 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 and exceed state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. 18
- Goal 2: J. W. Caceres Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase. 26
- Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations. 31
- Goal 4: J. W. Caceres Elementary 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. 43
- Goal 5: J. W. Caceres Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning process and increased parental involvement. 49

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

You can view JWC's CNA at: https://drive.google.com/drive/folders/1qsD8yS5bIJ_j3TiR9ZqZGNxBbZDVuHqM?usp=sharing

Demographics

Demographics Summary

The 2020-2021 school year was a difficult and learning school year for students and teachers. Due to Covid-19 many adjustments and decisions had to be made in order to better serve the students that were remote learning all year. Student and staff safety was priority and going forward the campus will need to keep that in mind. The need for individual manipulatives and headphones will need to be looked at and discussed until it is safe for students. User-friendly platforms will also need to be looked at if not by the campus then by the district.

J. W. Caceres is a school working hard to help each and everyone of our kids achieve success. We go to great lengths in providing academic help to the struggling students and support the students who are at or above grade level improve even further. We use the help of any willing parent and community member, whether individual or an organization, to improve the experience and academics of our students. Although J.W.C. has worked hard at creating a strong community within and outside our walls, we are still in need of greater parental involvement. We should look into how to better improve this aspect to our community, as our parents are the number one influencers of our students. Another area of need is improved professional development for campus teachers. Although we do participate in district tranings from our district personnel; however, many are repetitive and/or provide old information and outside presenters are very rarely contracted. Finally, improving communication, both within the CLPAC and out to the rest of the school faculty, could have a greater impact in how our day-to-day, weekly, monthly, and yearly goals are accomplished. Another area of need is to find a way to maintain our enrollment numbers without losing students to neighboring districts and maintaining an attendance average of 98% or higher. Losing students will affect the number of teachers that are maintained and hired to service our students. Furthermore, there is a need to boost our attendance rate, attendance matters and is essential to student success. Also, there is a need to find a way to close the gap for our at-risk students since there is a high population on campus. Being able to help these students succeed academically will lower their at-risk percentage rate. J.W.C. already has a strong foundation and clear goals, we must tackle these areas of needs to improve our campus.

While reviewing the information we discovered that the school has seen a decrease in student population over the past 4 years. We need to find different methods to incentivize students and promote the campus. The students are represented in a variety of programs and each teacher is aware of the strengths and weaknesses of the students. We do need for teachers and support staff to be trained on different methods to deliver material. For example, if a new program is put in place to help in reading then the staff should be trained on how to adequately determine what are the needs of the students especially the students in the special programs such as bilingual, SpEd. or 504. We also should be aware of the social and emotional component of students, especially after COVID. There should be more training on the social emotional needs that students exhibit while in school. Sometimes the difficulty is not in the material, but environmental or behavioral issue.

Demographics Strengths

- Computer Programs that assist in reading comprehension
- Tutoring/Tutors to assist the migrant population and all students (although started 2nd Semster)
- Strategies to assist bilingual students in reading
- Bilingual materials that assist students in the second language acquisition

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Attendance matters and is essential to student success. **Root Cause:** Due to COVID, and the amount of students who were virtual learners, it was difficult for staff to follow through with truancy and/or excessive attendance patterns. Parents are unaware and/or not held accountable for their child's attendance based on the state's "Don't Break the Law" policy, J.W.C. struggles to meet the state attendance goal and falls below the district expectation.

Problem Statement 2 (Prioritized): J. W. C. lacks training on how to help students who exhibit behavioral/social emotional issues, so that all staff can assist. **Root Cause:** Because more and more students might exhibit behavioral/social emotional issues post-COVID, not all staff is familiar and how to deal with these types of issues.

Problem Statement 3: J. W. C. is behind and at times not in compliance (in a timely manner) with SpEd observations/testing when students are referred. **Root Cause:** Because the Sp.Ed. Dept. is not consistent with making observations/testing in a timely manner, thus students are left in limbo.

Problem Statement 4 (Prioritized): Closing the gap for at-risk students is necessary to increase academic achievement. **Root Cause:** Because a high number of students on this campus are identified as at-risk and below grade level, time and treatment is not being adequately used to meet their needs.

Student Learning

Student Learning Summary

J. W. Cáceres Elementary continues to offer a challenging academic environment for all students. Despite dealing with the Covid 19 pandemic, the time allotted to teaching is well utilized at our campus and schedules are flexible and may change throughout the year depending on students' needs. Teachers frequently communicate with administration on the curricular needs of all students. Campus and district work together towards the same goal, student success.

Although all classrooms are equipped with updated materials that address the new TEKS, technology in the form of updated white boards for interactive learning continues to be a need. Supplemental materials in all core areas such as Sharon Wells, STAAR workbooks, and a phonics program/fluency checks in the lower grades are essential in order to close gaps caused by the pandemic this school year for all student populations. Student's progress noted this year can be attributed to teachers providing tutorials after school. In order for this to continue in the 2021-2022 school year funding will be needed even more so than before to address the gaps caused by the Covid 19 pandemic. Professional development in the areas of bilingual and gifted and talented is needed by all staff in order to ensure these populations of students meet their potential as well. Hands-on opportunities for students to engage in higher learning is vital to continue to challenge them. Resources that address STEM and STEAM activities could be used to reinforce learning and motivate students to learn.

Student Learning Strengths

- *Teachers collaborate through PLCs
- *Teacher professional development in Google and IPAD platforms
- *Technology (one to one device)
- *Teacher communication with parents (Class dojo, Google voice)
- *Remote learning packets made available to all students in need
- *Updated reading material
- *Think UP by Mentoring Minds (Digital & Hard Copy for 3rd-5th)
- *After school tutorials provided by campus teachers
- *Migrant tutor

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): J.W.C. lacks a sound Guided Reading/Phonics program/curriculum in grades KG-2nd Grade to help students reach/surpass their reading levels. **Root Cause:** Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.

Problem Statement 2 (Prioritized): Interactive boards need to be updated in order to help foster instruction. **Root Cause:** Interactive (SMART) boards are obsolete, out of date, and are no longer compatible, so cannot be used.

Problem Statement 3: Software and computer updates need to be performed and maintained on a regular (prompt) basis. **Root Cause:** Administration nor teachers have access to performing updates. Work-orders must be made in order for the technology department to come in and perform computer updates, which can be a lengthy wait.

Problem Statement 4 (Prioritized): J.W.C. lacks a variety of hands-on material to help enhance student learning. **Root Cause:** Teachers are found scrambling to purchase this items personally or scrambling with each other to find materials.

Problem Statement 5: J.W.C. lacks a para-professional (TA) to assist in providing services for our Special Education Inclusion program. **Root Cause:** Because of counts and funding as outline by the district, J.W.C. does not qualify for a SpEd Resource TA.

Problem Statement 6 (Prioritized): Supplemental Math (Sharon Wells) curriculum is not in place to help build the math program and student success. **Root Cause:** J.W.C. has showed a pattern in decreasing math scores and lacks the support of a supplemental math curriculum to help foster student success.

School Processes & Programs

School Processes & Programs Summary

Although we have had PD offered from the district and Safe Schools, we lack PD on a campus based approach. We need to work with administration in order to incorporate more PD at the campus level. As a campus we have a variety of needs which include professional development and resources. They are as follows: Classroom and behavior management, PBIS, CPI, Autism trainings, effective reading strategies, literacy work stations (English and Spanish), manipulatives, Spanish phonics materials for the lower grade levels, wider selection of Spanish books for the library, and professional development trainings during the school day offered through Region One for all grade levels (based off of needs). During grade level meetings, PLCs, Content Area meetings, and CLPAC Meetings our administration and teachers should discuss what professional development and resources are needed based on exam data, diagnostic tests, observations, guided reading levels, student achievement, reading levels, and needs. In order to meet the needs of all students JWC needs more funding to properly begin tutorials early and target students' weaknesses and close the gaps early. In order to help boost Reading Levels, JWC should Structure Guided Reading and have a campus wide tracker/documentation in place for consistency and fidelity.

School Processes & Programs Strengths

- JWC follows T-TESS guidelines after all walkthroughs/observations with teachers, teachers and admins collaboratively look for recommendations that will help assist in the classroom, and teachers have the flexibility to meet with administration when needed to ensure that students are receiving the best instruction. This year, the Teacher Leader Program also assisted our STAAR Grade levels, with coaching and collaboration. Administration provides coaching rotations to assist teachers in STAAR areas, or those in need.
- At J. W. Caceres the majority of our teachers are highly qualified with the majority of teachers with 5+ years of experience. JWC is composed of 15 bilingually certified teachers, 5 of them with a masters, 3 general education teachers, and 2 special education teachers. To assist our professionals, the campus counts on 8 qualified paraprofessionals which have 60 college hours along with a TEA certification. Our retention rate this year is 100%.
- JWC is focused on and open communications platform. JWC strives on open communication with both students/staff and parents through meetings, emails, and discussions, open door policy/communication with principal, CLPAC, PLCs, Teacher Leader STAAR Coaching, lead teachers/grade level experienced teachers assist in transition, with vertical and horizontal alignment within the campus and grade levels. JWC provides parents with up to date information on a continuous basis. All information sent out to parents via memos, BlackBoard, and/or our social media accounts is sent out in both English and Spanish. The ClassDojo app also has an integrated feature that translates posts for parents as well.
- High expectation for student-school structure
- Mutual respect and collaboration among staff
- Representation of personnel on CLPAC-DLPAC

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): J.W.C. was unable to provide tutorials/tutors to struggling students early off in the year. **Root Cause:** Because the district was limited in funds for tutors/tutorial, tutorials began in the 2nd semester for struggling students.

Problem Statement 2 (Prioritized): J.W.C. was unable to provide campus PD for staff, in order to assist academic concerns. **Root Cause:** Because the district was limited in funds

J.W.C. was unable to offer PD on campus.

Problem Statement 3 (Prioritized): J.W.C. lacks a structured Guided Reading/Phonics program/curriculum as well as a campus wide tracker/running record to ensure students reach/surpass their reading levels. **Root Cause:** Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.

Perceptions

Perceptions Summary

> *Victoria Bernhardt states that "perception data helps us understand what students, parents, teachers, and others think about the learning environment." With a series of survey questions, we were able to collect data to understand the perception our students and staff have of our campus. The data is as follows.*

In respect to academic expectations, 92% of the participating students felt their teachers gave daily expectations on their assignments. When it came to behavior expectations, 95% of the participating students felt their teachers would set daily behavior expectations. In respect to social expectations, 95% of the participating students feel that they understand the rules and regulations on campus. However, only 77% of the participating students felt that the consequences for violating school rules and regulations were applied consistently. For extracurricular expectations, only 47% of the participating students felt there were after school clubs or activities to participate in such as sports, chess, checkers, book clubs etc.

In the area of academic expectations, 92% of the participating staff felt they set high expectations for their students. In regards to social and behavior expectations, 71% of the participating staff felt they implemented a strong set of rules and consequences. When asked about extracurricular expectations, only 14% of the participating staff felt there were enough extracurricular activities for students.

In the areas attitudes, respect, relationships and support, 72% of the participating students feel they can talk to a teacher, principal, counselor, librarian or teacher assistant about anything. 78% of the participating students feel they receive emotional support when a situation has come up. 87% of the participating students feel they receive assistance on their assignments. In regards to support, 88% of the participating students felt they had access to computers, iPads and other technologies on campus. 97% of the participating students feel that J.W. Caceres is a friendly environment, and 80% of the participating students feel they are respected by their classmates.

In regards to attitudes, respect, relationship and belonging, 71% of the participating staff feel comfortable talking to other staff members on campus. 100% of the participating staff members feel respected by their peers on campus. In regards to support, 78% of the participating staff felt they had the adequate technology to implement lessons. In the areas of attitudes, respect, relationships and support, only 85% of the participating staff felt the consequences for violating school rules and regulations were applied consistently. In respect to belonging, 71% of the participating staff members are highly satisfied being part of the campus; 21% are satisfied being part of the campus; 7% are indifferent about being part of the campus.

In respect to physical safety, 98% of the participating students felt their teachers made them feel physically safe and welcomed on campus. 91% of the participating students felt their classmates made them feel physically safe and welcomed on campus.

In regards to the facilities and physical environments, 84% of the participating students felt that school building, cafeteria, library and playground area were safe. Whereas 86% of the participating staff members felt the inside and outside of the school building was physically safe.

In conclusion, after reviewing the data, I feel that most interaction between teachers, staff and students is caring, responsive, supportive, and respectful. However, there is room for improvement. When speaking about extracurricular activities, we are emphasizing activities that take place after school, perhaps implementing an A.C.E. program like other elementary schools in our district. This will provide a healthy outlet for students to let out their energy and serve as an incentive to achieve academy and disciplinary readiness. In creating an A.C.E. program, the staff feels they will be more successful implementing campus expectation such as: classroom, hallway, restroom, cafeteria, library, and computer lab etiquette. The A.C.E. program will also allow the staff to maintain

consistency with the forthcoming campus P.B.I.S behavioral plan.

Additionally, morale is high among staff members having an innovative administrator leading us in the right technological direction. Since the start of this academic year, the campus's safety has improved by implementing numerous health protocols such as the Dr. Owl (COVID-19) self-assessment for both students and staff alike. Along with rapid COVID-19 tests for both students and staff. In addition, our campus now has a 1 to 1 device ratio supported by routers added in each classroom for better internet connection. Parent teacher communication has improved drastically since opening access through social media and education outlets. Conversely, with the rise of technology the staff feels the need for compatible attachments for laptops such as HDMI cables compatible with the projectors that are available on campus. An issue that we notice is parents do not return the nurses' emergency clothing when loaned out to students. A simple solution to this issue would be a uniform donation drive to collect emergency clothing for the academic year. There is an urgent need to set morning drop off regulations on our campus since students are being dropped off before any staff member is available to supervise them. There are students that are left unsupervised inside the cafeteria on a daily basis. Setting a mandatory 6:45 a.m. drop off policy and keeping the cafeteria locked until set hour can help avoid this issue. While on the topic of morning drop off, the east entrance used for drop offs needs to have a 3 to 1 watch ratio. 1 staff member to watch the school door and 2 to open car doors. The reason is that in the past there have been instances where parents and former students enter the campus without authorization. Finally, due to COVID-19 there is need for parents to be efficient while accessing their children's online distant learning material. With this in mind, parents need to be trained on how to access and navigate websites and online tools.

Perceptions Strengths

- Innovative Administrator: Directs us in the right technology direction
- Security Entrance with call button
- Communication to Parents through FB, Twitter, Instagram, Classdojo, Google Classroom, Class Dojo, and School Messenger
- 1 to 1 device (Access to technology)
- Routers added in classrooms for better internet connection
- Health protocols due to COVID

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): J.W.C. is not consistent with implementing a behavioral plan and B.E. S.M.A.R.T. rules. **Root Cause:** Because J.W.C is not consistent with a behavior plan, students follow what is put in place at the time depending on grade level/staff member.

Problem Statement 2: Students who are interested in the arts do not have ways to discover their creativity. **Root Cause:** Since J.W.C. does not have an art program.

Problem Statement 3: Students get dropped off on or before 6:45 a.m. **Root Cause:** Because J.W.C. lacks morning drop of expectations.

Problem Statement 4: Staff does not feel physical safe when a shelter in place or lockdown occurs. **Root Cause:** Because classroom doors do not lock from the inside.

Problem Statement 5 (Prioritized): Students do not have access to extracurricular activities. **Root Cause:** Because J.W.C. does not offer and ACE program afterschool.

Priority Problem Statements

Problem Statement 1: Attendance matters and is essential to student success.

Root Cause 1: Due to COVID, and the amount of students who were virtual learners, it was difficult for staff to follow through with truancy and/or excessive attendance patterns. Parents are unaware and/or not held accountable for their child's attendance based on the state's "Don't Break the Law" policy, J.W.C. struggles to meet the state attendance goal and falls below the district expectation.

Problem Statement 1 Areas: Demographics

Problem Statement 11: J.W.C. lacks a sound Guided Reading/Phonics program/curriculum in grades KG-2nd Grade to help students reach/surpass their reading levels.

Root Cause 11: Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.

Problem Statement 11 Areas: Student Learning

Problem Statement 9: J.W.C. was unable to provide tutorials/tutors to struggling students early off in the year.

Root Cause 9: Because the district was limited in funds for tutors/tutorial, tutorials began in the 2nd semester for struggling students.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 8: J.W.C. is not consistent with implementing a behavioral plan and B.E. S.M.A.R.T. rules.

Root Cause 8: Because J.W.C is not consistent with a behavior plan, students follow what is put in place at the time depending on grade level/staff member.

Problem Statement 8 Areas: Perceptions

Problem Statement 6: J. W. C. lacks training on how to help students who exhibit behavioral/social emotional issues, so that all staff can assist.

Root Cause 6: Because more and more students might exhibit behavioral/social emotional issues post-COVID, not all staff is familiar and how to deal with these types of issues.

Problem Statement 6 Areas: Demographics

Problem Statement 10: Interactive boards need to be updated in order to help foster instruction.

Root Cause 10: Interactive (SMART) boards are obsolete, out of date, and are no longer compatible, so cannot be used.

Problem Statement 10 Areas: Student Learning

Problem Statement 15: J.W.C. was unable to provide campus PD for staff, in order to assist academic concerns.

Root Cause 15: Because the district was limited in funds J.W.C. was unable to offer PD on campus.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: J.W.C. lacks a structured Guided Reading/Phonics program/curriculum as well as a campus wide tracker/running record to ensure students reach/surpass their reading levels.

Root Cause 16: Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.
Problem Statement 16 Areas: School Processes & Programs

Problem Statement 18: Closing the gap for at-risk students is necessary to increase academic achievement.
Root Cause 18: Because a high number of students on this campus are identified as at-risk and below grade level, time and treatment is not being adequately used to meet their needs.
Problem Statement 18 Areas: Demographics

Problem Statement 13: J.W.C. lacks a variety of hands-on material to help enhance student learning.
Root Cause 13: Teachers are found scrambling to purchase this items personally or scrambling with each other to find materials.
Problem Statement 13 Areas: Student Learning

Problem Statement 17: Students do not have access to extracurricular activities.
Root Cause 17: Because J.W.C. does not offer and ACE program afterschool.
Problem Statement 17 Areas: Perceptions

Problem Statement 14: Supplemental Math (Sharon Wells) curriculum is not in place to help build the math program and student success.
Root Cause 14: J.W.C. has showed a pattern in decreasing math scores and lacks the support of a supplemental math curriculum to help foster student success.
Problem Statement 14 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- 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
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

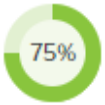
Goal 1: J. W. Caceres Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet and exceed state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

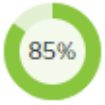
Performance Objective 1: J.W.C. will focus on instructional improvements resulting in all students meeting goals for all accountability measures. The percentage of K-5 students reading on or above grade level will increase by 12%. ELL students will show growth increase of at least 1 proficiency level. PK-5 Reading Level Monitoring through continuous tracking (monthly). 100% of teachers serving identified ELL students will receive support in the understanding of language, literacy, and content interdependence.

Evaluation Data Sources: iStation, iLearning, Guided Reading Running records, TELPAS, PBMAS, STAAR, AE Local Reading Level Tracker, Eduphoria (Workshop and AWARE), Master Schedules

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for Guided Reading. Teachers will track and monitor progress by continuously updating the AE Local Reading Level Tracker and Guided Reading Student Tracker (running record). Implement Teddy Bear Press, Sight Book Reads, & Sing, Spell, Read, & Write Curriculum for Guided Reading in Grades KG-2nd Grade. **Strategy's Expected Result/Impact:** Increased number of students reading on or above grade level. **Staff Responsible for Monitoring:** C&I Department Bilingual Director S. Perez R. Martinez **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday with the appropriate allocated minutes, as well as the Time & Treatment for ELL students. Implement and monitor required lesson plans. Provide assistance through Guided Reading and/or Intervention instruction. **Strategy's Expected Result/Impact:** Increased student performance as measured by District and State assessments. Increased number of students reading on or above grade level. Increase of at least 1 proficiency level for ELL students. **Staff Responsible for Monitoring:** R. Cisneros RLA Teachers S. Perez R. Martinez **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **Problem Statements:** Demographics 4 - Student Learning 1 - School Processes & Programs 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Obtain and provide program manipulatives, models, consumable, non-consumable materials, technology devices and any other classroom instructional materials or resources for reading and math for all student populations. **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, TELPAS, & RDA.) Increased number of students reading on or above grade level. **Staff Responsible for Monitoring:** S. Perez R. Martinez **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RtI), data desegregation and utilization, technology, core state adopted textbooks, supplemental programs, and research based strategies for ELs. Implement SMART. **Strategy's Expected Result/Impact:** Professional Development District Plan, 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:** C&I Department and Directors Bilingual Director S. Perez R. Martinez R. Cisneros R. Flores J.W.C. Team Leaders **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Problem Statements:** Perceptions 1 **Funding Sources:** Conference - TASA - Teacher/Principal (255) - $3,726, Martha Morales Training - Teacher/Principal (255) - $900	10%	50%	90%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Improve supports for struggling learners by providing tutors for English as well as Spanish, resources, training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. Increase reading levels and English proficiency. **Staff Responsible for Monitoring:** S. Perez R. Martinez Teachers, C&I Department Staff, Support Staff, Bilingual Director, Special Programs Director **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum - **Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Tutorials KG-5th Grade - ESSER III (282) - $28,286.41	5%	45%	80%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: The campus will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. **Strategy's Expected Result/Impact:** Gradebook **Staff Responsible for Monitoring:** C&I, Content Directors, S. Perez, R. Martinez, E. Leyva, and Classroom Teachers.	20%	50%	90%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessment. District shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. **Strategy's Expected Result/Impact:** Assessment Reports AE Local Reading Tracker, Lesson Plans, Walkthroughs **Staff Responsible for Monitoring:** C&I Department and Directors, S. Perez, R. Martinez, and Teachers.	20%	50%	80%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide staff development based on sound research to help improve reading levels and English proficiency and best instructional practices, using blended learning centers, in order to meet local, state, and federal guidelines. **Strategy's Expected Result/Impact:** Increased student performance as measured by district and state assessments. Utilizing strategies from the PD trainings to increase Reading Levels and English proficiency. **Staff Responsible for Monitoring:** C&I Department, S. Perez, R. Martinez **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers **Problem Statements:** Student Learning 1 - School Processes & Programs 3	15%	50%	75%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: The campus will provide instructional materials and supplies to address student needs and meet AE Local and state passing standards by using the districts' warehouse and other vendors. **Strategy's Expected Result/Impact:** Increased student academic performance as measured by district and state assessments, as well as increased reading levels and English proficiency. **Staff Responsible for Monitoring:** S. Perez R. Martinez Classroom Teachers M. Mata **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** Materials and Supplies - Warehouse and other vendors. - Local (199) - $5,080, Materials and Supplies - Warehouse and other vendors. - Title I (211) - $6,360, Materials and Supplies - Title III (263) - $2,450, Materials and Supplies - Warehouse - State Comp.(164) - $4,320	25%	50%	85%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Accelerated Reading, Student Portfolios, Differentiated Instruction, and College Readiness Activities. Rewarding Students for reaching their grade level reading goals monthly. **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments, as well as the AE Local Reading Tracker. Increased student performance in reading levels and English proficiency. **Staff Responsible for Monitoring:** S. Perez R. Martinez Classroom Teachers CLPAC **Problem Statements:** Student Learning 1, 4 - School Processes & Programs 3	20%	50%	80%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level, as well as a 1 level increase in English proficiency (TELPAS). **Strategy's Expected Result/Impact:** Reading Levels (live trackers) and TELPAS proficiency scores **Staff Responsible for Monitoring:** C&I Department, LA Director, Bilingual Director, S. Perez, R. Martinez, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 3	20%	50%	70%	→

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: The campus will implement a motivational program to encourage student excellence in all academic areas by providing incentives such as goody bags, t-shirts, toys, snack foods, Campus EOY Field day/Recreational Day, Career and Citizenship recognition - AR Goal achieved for the six weeks, Perfect Attendance, STAAR Afternoon of Fun (six weeks after Bundle exams) and field trips throughout the school year. **Strategy's Expected Result/Impact:** Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Campus Administration, R. Flores **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Comprehensive Support Strategy** **Funding Sources:** Student Activity - Student Activity 865 - $9,284	10%	50%	80%	→

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

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: Closing the gap for at-risk students is necessary to increase academic achievement. **Root Cause**: Because a high number of students on this campus are identified as at-risk and below grade level, time and treatment is not being adequately used to meet their needs.

Student Learning
Problem Statement 1: J.W.C. lacks a sound Guided Reading/Phonics program/curriculum in grades KG-2nd Grade to help students reach/surpass their reading levels. **Root Cause**: Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.
Problem Statement 2: Interactive boards need to be updated in order to help foster instruction. **Root Cause**: Interactive (SMART) boards are obsolete, out of date, and are no longer compatible, so cannot be used.
Problem Statement 4: J.W.C. lacks a variety of hands-on material to help enhance student learning. **Root Cause**: Teachers are found scrambling to purchase this items personally or scrambling with each other to find materials.

School Processes & Programs

Problem Statement 1: J.W.C. was unable to provide tutorials/tutors to struggling students early off in the year. **Root Cause**: Because the district was limited in funds for tutors/tutorial, tutorials began in the 2nd semester for struggling students.

Problem Statement 3: J.W.C. lacks a structured Guided Reading/Phonics program/curriculum as well as a campus wide tracker/running record to ensure students reach/surpass their reading levels. **Root Cause**: Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.

Perceptions

Problem Statement 1: J.W.C. is not consistent with implementing a behavioral plan and B.E. S.M.A.R.T. rules. **Root Cause**: Because J.W.C is not consistent with a behavior plan, students follow what is put in place at the time depending on grade level/staff member.

Goal 1: J. W. Caceres Elementary 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 and exceed state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: J.W.C.'s Library Services will facilitate and monitor usage of key literacy programs in J.W.C., including Accelerated Reader (AR) and myON for grades PK-5th. J.W.C. will utilize 100% of available Accelerated Reader (AR) licenses and increase the total word count and student passing rate of 85% correct or higher for the school year by 5%. myON will be implemented continuously throughout J.W.C. with a 50% increase in usage.

Evaluation Data Sources: myOn & AR Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Carry out one Book Fair events per semester to provide student access to quality and affordable books and resources through Scholastic Books. **Strategy's Expected Result/Impact:** Quantity of books purchased by students. **Staff Responsible for Monitoring:** R. Flores **ESF Levers:** Lever 3: Positive School Culture	10%	50%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Host literacy day/night events to encourage parent involvement. Promote home-school connection activities, such as pumpkin decorating contest, monthly Parent/Student Library Reading to encourage literacy. **Strategy's Expected Result/Impact:** Sign In sheets Pictures **Staff Responsible for Monitoring:** R. Flores, I. Martinez, S. Perez, R. Martinez **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy** **Funding Sources:** Snacks for parent events. - School Improvement Grant (211.SI)	0%	60%	75%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Expand library resources to support the curriculum. These resources include print books and ebooks, magazines,technology resources such as ipads, e-readers, audio books, etc. **Strategy's Expected Result/Impact:** Destiny Circulation reports **Staff Responsible for Monitoring:** Media Specialist/Librarian, S. Perez, R. Martinez **Comprehensive Support Strategy** **Funding Sources:** Library Books - Title I (211) - $540, Library Books - Local (199) - $540	0%	40%	80%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Bring in authors, storytellers and theater performances to provide students with presentations and bring about the love for reading. Promote Reading Rock Stars Celebration. **Strategy's Expected Result/Impact:** Schedule of Events **Staff Responsible for Monitoring:** R. Flores, S. Perez, R. Martinez, M. Mata **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**	0%	0%	50%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Promote student success by providing achievement celebrations and awards to those who have met their reading goals such as distinguished readers, top readers per grade level (AR Goal met) and AR Millionaire members. **Strategy's Expected Result/Impact:** AR reports, Library and sign in sheets Field Trip Form **Staff Responsible for Monitoring:** R. Flores, S. Perez, M. Mata	0%	50%	70%	→

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Promote literacy by encouraging students to read great books and become part in The Battle of the Books. **Strategy's Expected Result/Impact:** AR tests, Battle of Books Competition **Staff Responsible for Monitoring:** R. Flores, Library Director, S. Perez, R. Martinez **Comprehensive Support Strategy**	0%	60%	100%	→

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Campus will provide operational supplies and materials, operating lease of the copier in the library. **Strategy's Expected Result/Impact:** Inventory forms **Staff Responsible for Monitoring:** R. Flores, S. Perez, M. Mata	30%	60%	80%	100%

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

Goal 2: J. W. Caceres Elementary 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. 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 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase by the following for all students: Meets 38% and Masters 15%. Increase GT students achieving the meets and/or masters grade level standard on STAAR by 10%. Increase Special Education students achieving the meets and/or masters grade level standard on STAAR by 2%. Increase ELL students achieving the meets and/or masters grade level standard on STAAR by 30%.

Targeted or ESF High Priority

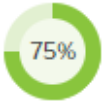
Evaluation Data Sources: Report Cards, District BMs, Bundle Exams, STAAR Results, Academic Trackers, Eduphoria

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Promote student success by providing achievement celebrations to those who have met their goals and/or show progress throughout the school years Benchmark/Bundle assessments. **Strategy's Expected Result/Impact:** Benchmark results, Academic Tracker **Staff Responsible for Monitoring:** S. Perez, R. Martinez, Classroom Teachers, CLPAC, M. Mata **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 3: Positive School Culture	15%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campus will provide operational supplies, STAAR resources and materials (English & Spanish), operating lease of the copier for teachers to plan for instruction. **Strategy's Expected Result/Impact:** Increase student performance and growth in STAAR Meets & Master scores **Staff Responsible for Monitoring:** S. Perez R.Martinez **Problem Statements:** Student Learning 4, 6	20%	50%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all content areas. Teachers will track and monitor progress by continuously updating the AE Local Reading Level Tracker, GR Tracker, and Academic tracker. **Strategy's Expected Result/Impact:** Increased number of students reading on or above grade level. Increased number of students performing at Meets & Masters performance levels. -Grade Level meetings -PLCs **Staff Responsible for Monitoring:** C&I Department Bilingual Director S. Perez R. Martinez **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Problem Statements:** School Processes & Programs 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday with the appropriate allocated minutes, as well as the Time & Treatment for ELL students. Implement and monitor required lesson plans. Provide assistance through Guided Reading and/or Intervention instruction for Tier 3 students. **Strategy's Expected Result/Impact:** Increased student performance as measured by District and State assessments. Increased number of students reading on or above grade level. Increase of at least 1 proficiency level for ELL students. Increased number of students performing at Meets and Masters levels. Walkthroughs **Staff Responsible for Monitoring:** S. Perez R. Martinez, Classroom Teachers **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 4: High-Quality Curriculum, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 3				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RtI), data desegregation and utilization, technology, core state adopted textbooks, supplemental programs, and research based strategies for ELs and SpEds. **Strategy's Expected Result/Impact:** Professional Development District Plan, 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:** C&I Department and Directors Bilingual Director S. Perez R. Martinez R. Cisneros J.W.C. Team Leaders **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2	10%	50%	80%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Improve supports for struggling learners by providing tutors and/or tutorials in English as well as Spanish, STAAR resources, training, and articulate those interventions in documented meetings, tutorials, lessons, parent contacts, team meetings, data analysis, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. Increase reading levels and English proficiency. Increase in Meets & Masters performance. Increase in student growth and English proficiency levels. **Staff Responsible for Monitoring:** S. Perez R. Martinez Teachers, C&I Department Staff, Bilingual Director, Special Programs Director **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** **Problem Statements:** School Processes & Programs 1 **Funding Sources:** Tutorials 3rd-5th Grade - ESSER III (282) - $26,982.43	5%	50%	80%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: The campus will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. **Strategy's Expected Result/Impact:** Gradebook **Staff Responsible for Monitoring:** C&I, Content Directors, R. Martinez, S. Perez, and Classroom Teachers.	20%	50%	80%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessment. District shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. **Strategy's Expected Result/Impact:** Assessment Reports AE Local Reading & Academic Tracker, Lesson Plans, Walkthroughs, EducationGalaxy **Staff Responsible for Monitoring:** C&I Department and Directors, S. Perez, R. Martinez, and Teachers. **Comprehensive Support Strategy**	20%	50%	75%	→

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: The campus will implement a motivational program to encourage student excellence in all academic areas by providing incentives such as goody bags, t-shirts, toys, snack foods, Campus EOY Field day/Recreational Day, Citizenship recognition, fieldtrips, STAAR Afternoon of Fun, AR Goal Six Weeks Awards throughout the school year. **Strategy's Expected Result/Impact:** Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Campus Administration, CLPAC **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**	10%	50%	70%	→

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

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: J.W.C. lacks a sound Guided Reading/Phonics program/curriculum in grades KG-2nd Grade to help students reach/surpass their reading levels. **Root Cause**: Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.
Problem Statement 4: J.W.C. lacks a variety of hands-on material to help enhance student learning. **Root Cause**: Teachers are found scrambling to purchase this items personally or scrambling with each other to find materials.

Student Learning

Problem Statement 6: Supplemental Math (Sharon Wells) curriculum is not in place to help build the math program and student success. **Root Cause**: J.W.C. has showed a pattern in decreasing math scores and lacks the support of a supplemental math curriculum to help foster student success.

School Processes & Programs

Problem Statement 1: J.W.C. was unable to provide tutorials/tutors to struggling students early off in the year. **Root Cause**: Because the district was limited in funds for tutors/tutorial, tutorials began in the 2nd semester for struggling students.

Problem Statement 2: J.W.C. was unable to provide campus PD for staff, in order to assist academic concerns. **Root Cause**: Because the district was limited in funds J.W.C. was unable to offer PD on campus.

Problem Statement 3: J.W.C. lacks a structured Guided Reading/Phonics program/curriculum as well as a campus wide tracker/running record to ensure students reach/surpass their reading levels. **Root Cause**: Because J.W.C. does not have a structured GR curriculum, teachers are left with each getting/using different material.

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

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

Evaluation Data Sources: Training

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus will follow all Emergency Operational Plan and conduct monthly fire drills and lock-downs using drills. **Strategy's Expected Result/Impact:** Drill Tracking Form Fire Drill/Lock-down Form **Staff Responsible for Monitoring:** R. Martinez, S. Perez, Staff, Donna ISD PD **ESF Levers:** Lever 3: Positive School Culture	5%	50%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campus will conduct an obstructed fire-drill at least once a year. **Strategy's Expected Result/Impact:** Drill Tracking Form Fire Drill Form **Staff Responsible for Monitoring:** R. Martinez, S. Perez, Staff, Donna ISD PD **ESF Levers:** Lever 3: Positive School Culture	0%	50%	50%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Campus will increase and ensure that the building poses as a safe environment to all students and staff by installing and updating the alarm system, upgrading surveillance cameras, upgrading the locking mechanisms for classroom doors, and upgrading security measures at the entry ports, to ensure the safety of all. **Strategy's Expected Result/Impact:** Safer environment for all students and staff **Staff Responsible for Monitoring:** Federal Programs, Donna ISD PD, Security Guard, S. Perez, R. Martinez	25%	25%	50%	→

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

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 2: The campus will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis, and Acanthosis Nicrigans to ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October. JWC will ensure that all students have good personal hygiene and are treated quickly when needed.

Targeted or ESF High Priority

Evaluation Data Sources: Screening report, ImmTrack2 for the immunizations, requisitions for vision and hearing, Nurse visit logs.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: JWC will verify Students' immunizations are up to date on a continuous basis. **Strategy's Expected Result/Impact:** Immunization records **Staff Responsible for Monitoring:** Blanca Silva LVN, S. Perez, R. Martinez, R. Cisneros	45%	60%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: JWC's nursing department will screen students for vision, hearing, scoliosis and acanthosis nicrigans. **Strategy's Expected Result/Impact:** Screening Reports **Staff Responsible for Monitoring:** Blanca Silva LVN, S. Perez, R. Martinez, R. Cisneros	0%	20%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: JWC will provide office supplies to ensure the Nurses' clinic is adequately functioning and can meet the needs of all students in a timely manner. **Strategy's Expected Result/Impact:** Office supplies list for nursing department **Staff Responsible for Monitoring:** S. Perez, Blanca Silva LVN M. Mata **ESF Levers:** Lever 3: Positive School Culture	15%	30%	75%	→

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

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 3: The campus will provide nutritional meals to 100% of all PK-5th students to support academic success.

Targeted or ESF High Priority

Evaluation Data Sources: Meals served, checks to campus cafeterias from nutrition department.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Cafeteria Personnel will provide a nutritional meal twice a day for breakfast and lunch. **Strategy's Expected Result/Impact:** Breakfast and lunch menu **Staff Responsible for Monitoring:** Cafeteria Manager with cafeteria personnel, S. Perez, R. Martinez, R. Cisneros	40%	50%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Cafeteria Personnel will provide a balanced meal for lunch during Field trip days. **Strategy's Expected Result/Impact:** Lunch menu, Field-trip forms **Staff Responsible for Monitoring:** Cafeteria Manager and staff, S. Perez, R. Martinez, R. Cisneros	0%	0%	0%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 4: JWC will increase the attendance rate from 93.5% (2020-2021) to 96% for all students.

Evaluation Data Sources: TEAMS Daily/Weekly Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Conduct attendance audits every 3 weeks and follow district/state written protocol to address truancy and attendance trends. **Strategy's Expected Result/Impact:** Improved ADA Six wks attendance rates. Annual ADA rate. **Staff Responsible for Monitoring:** S. Perez, E. Leyva, Truancy Officer **Problem Statements:** Demographics 1	10%	10%	50%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance efforts by providing incentives on a weekly and six weeks basis for students with perfect attendance. **Strategy's Expected Result/Impact:** Increased attendance rates will lead to higher student success. **Staff Responsible for Monitoring:** S. Perez, E. Leyva, M. Mata, CLPAC **Comprehensive Support Strategy**	20%	50%	70%	→

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

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Attendance matters and is essential to student success. **Root Cause**: Due to COVID, and the amount of students who were virtual learners, it was difficult for staff to follow through with truancy and/or excessive attendance patterns. Parents are unaware and/or not held accountable for their child's attendance based on the state's "Don't Break the Law" policy, J.W.C. struggles to meet the state attendance goal and falls below the district expectation.

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 5: JWC will administer the Fitness Gram physical fitness assessment to all 3rd-5th grade students enrolled in P.E. unless a student qualifies for valid exemption as per Fitness Gram testing policies.

Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment, PE Schedules

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Collect fitness data for all 3rd-5th grade students in PE/Health class using Fitness Gram. **Strategy's Expected Result/Impact:** Fitness Gram pre- and post tests for students in Grades 3-5. **Staff Responsible for Monitoring:** S. Perez, M. Chavez	0%	0%	0%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue implementation of CATCH curriculum (on the list of state-approved curricula for PE/Health.) **Strategy's Expected Result/Impact:** Lesson plans Online Curriculum Fitness Gram pre- and post-tests in 3rd-5th grade. **Staff Responsible for Monitoring:** M. Chavez, R. Martinez, S. Perez	15%	50%	70%	100%

 No Progress Accomplished Continue/Modify Discontinue

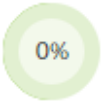
Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

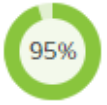
Performance Objective 6: JWC will ensure that 97% of all Gifted/Talented and students meet and/or master the state standards on all areas of STAAR.

Evaluation Data Sources: STAAR results, Academic Trackers

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: GT students will be provided opportunities to work together in flexible groupings and use inquiry and discovery through Robotics and Coding. **Strategy's Expected Result/Impact:** Walkthroughs, lesson plans Research Projects **Staff Responsible for Monitoring:** GT Director, GT Teachers, Robotics and Coding Teachers, S. Perez, R. Martinez				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: GT students will be provided opportunities to participate in high level extracurricular activities such as spelling bee, UIL, Robotics, DI, Battle of the Books, as well as summer school projects. **Strategy's Expected Result/Impact:** Calendar of Events **Staff Responsible for Monitoring:** AAS Director, S. Perez, R. Martinez, UIL Coaches, Spelling Bee Coaches				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide adequate/effective GT basic and maintenance training such as 30 hour mandatory training and 6 hour update training for all staff. **Strategy's Expected Result/Impact:** Sign in sheets, certificates generated from staff. **Staff Responsible for Monitoring:** GT Director, S. Perez, R. Martinez				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide G/T instructional resources to supplement instructional programs in all core areas, when applicable. **Strategy's Expected Result/Impact:** Walkthroughs, lesson plans, assessments **Staff Responsible for Monitoring:** AAS director, C&I Department & Directors, S. Perez, R. Martinez				

	30%	50%	70%	

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 7: J.W.C.'s Students in K-5th grades will learn about digital citizenship and cyber-bullying using online curriculum. J.W.C.'s Students in PK-5th Grade will learn about anti-bullying, suicide prevention, and the importance of being Drug-Free.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus will improve Digital Learning Environment for both the students and staff. **Strategy's Expected Result/Impact:** Schedule of trainings and student initiatives. Sign-in Sheets. Safe Schools. **Staff Responsible for Monitoring:** R. Flores, L. Vento, S. Perez, R. Martinez **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Campus will host Red Ribbon Week and will stomp out bullying in the month of October by participating in activities month long in accordance to National Bullying Prevention Month and Red Ribbon Week. **Strategy's Expected Result/Impact:** Provide Activities and presenters to the campus body. **Staff Responsible for Monitoring:** R. Cisneros, S. Perez **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** - Title IV 289 - $5,088				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Campus will supports a healthy lifestyle by hosting activities in accordance with Heart Awareness Month in February and Child Abuse Awareness Month in April. **Strategy's Expected Result/Impact:** Provide students with heart and child abuse awareness. **Staff Responsible for Monitoring:** S. Perez, R. Martinez, R. Cisneros, B. Silva, CLPAC Members				

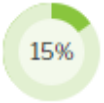
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 8: J.W. C. will increase the percentage of ELs progressing one performance level to 50%, in order to increase the percentage of ELs reaching Advanced High within 3 years.

Evaluation Data Sources: TELPAS Evaluation & Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday with the appropriate allocated minutes, as well as the Time & Treatment for ELs students. Implement and monitor required lesson plans. Provide assistance through OLD and/or Intervention instruction for ELs. **Strategy's Expected Result/Impact:** Increase of at least 1 proficiency level for ELs students. Walkthroughs Lesson Plans **Staff Responsible for Monitoring:** R. Martinez, Classroom Teachers **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

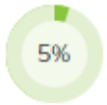
 No Progress Accomplished Continue/Modify Discontinue

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 9: J.W.C. will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

Evaluation Data Sources: RDA, STAAR, TELPAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Within the first 20 days of the school year that eligible migratory children, attend school, J.W.C. will determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. **Strategy's Expected Result/Impact:** Certification of Eligibility; Referral Documents for other programs; home visits **Staff Responsible for Monitoring:** Migrant Director, R. Martinez, R. Cisneros, Classroom Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Coordinate with the Texas Migrant Interstate Program/TMIP during the summer months in order to serve students from Texas who may attend out of state summer migrant programs to include STAAR remediation opportunities. **Strategy's Expected Result/Impact:** COEs ; Enrollment/Completion reports from Receiving States' Schools **Staff Responsible for Monitoring:** Migrant Director, R. Martinez, R. Cisneros, E. Leyva				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Offer supplemental instruction to migrant students by offering: Extended day tutoring in core content areas (before/after or on Saturdays); extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for migrant first grade students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness. **Strategy's Expected Result/Impact:** Progress Reports; Benchmark and Campus Assessments; Proposals for Tutorials **Staff Responsible for Monitoring:** Migrant Director and Strategists, R. Martinez, S. Perez, Classroom Teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy** **Problem Statements:** School Processes & Programs 1	5%	50%	70%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide school supplies and clothing (uniforms, under garments, shoes and jackets when necessary. **Strategy's Expected Result/Impact:** Vouchers **Staff Responsible for Monitoring:** R. Cisneros, S. Perez **Funding Sources:** School Clothing/Uniforms - Title I (211) - 211.32.6499 - $300	35%	50%	60%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: The campus will provide instructional materials and supplies to address migrant students' needs. **Strategy's Expected Result/Impact:** Walk-throughs, Lesson Plans, Materials and Supplies, Reading & Academic Trackers **Staff Responsible for Monitoring:** R. Cisneros, S. Perez, R. Martinez, Classroom Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** Instructional Materials - Migrant (212) - $340	5%	50%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 9 Problem Statements:

School Processes & Programs
Problem Statement 1: J.W.C. was unable to provide tutorials/tutors to struggling students early off in the year. **Root Cause**: Because the district was limited in funds for tutors/tutorial, tutorials began in the 2nd semester for struggling students.

Goal 3: J. W. Caceres Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and supports a healthy lifestyle and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

Performance Objective 10: J.W.C. will provide students and all stakeholders with a safe school environment during the COVID19 pandemic.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: J.W.C. will provide students and all stakeholders with a safe school environment post-COVID19 pandemic by following CDC guidelines, DISD Learn and Lead Safely Plan, and ensure all students and staff have proper PPE. **Strategy's Expected Result/Impact:** Faculty & Staff Meetings, CLPAC, Campus Walkthroughs **Staff Responsible for Monitoring:** S. Perez, R. Martinez, M. Mata, B. Silva	40%	50%	90%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: J. W. Caceres Elementary 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: J.W.C. will ensure fiscal responsibility by reviewing and maintaining financial transparency for proper allocation of monies for resources to ensure student success.

Evaluation Data Sources: Budget resources

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: J.W.C. will use federal/local funding to allocate the required monies for resources to ensure student success. **Strategy's Expected Result/Impact:** Expenditures of federal/local funds **Staff Responsible for Monitoring:** M. Mata, S. Perez, CLPAC **Problem Statements:** Student Learning 2, 6	20%	60%	85%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

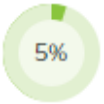
Student Learning
Problem Statement 2: Interactive boards need to be updated in order to help foster instruction. **Root Cause**: Interactive (SMART) boards are obsolete, out of date, and are no longer compatible, so cannot be used.
Problem Statement 6: Supplemental Math (Sharon Wells) curriculum is not in place to help build the math program and student success. **Root Cause**: J.W.C. has showed a pattern in decreasing math scores and lacks the support of a supplemental math curriculum to help foster student success.

Goal 4: J. W. Caceres Elementary 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: J.W.C. will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA, 90% of federal budgets will be spent.

Evaluation Data Sources: ESSA Application and Compliance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: J.W.C. will use federal funding to compile with ESSA compliance. **Strategy's Expected Result/Impact:** Expenditures of federal funds **Staff Responsible for Monitoring:** S. Perez, R. Martinez, R. Cisneros, M. Mata **Comprehensive Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: J. W. Caceres Elementary 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: J. W.C. will maintain a 100% highly qualified status for the staffing requirements of the ESSA. J.W.C. will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%. J.W.C. will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Evaluation Data Sources: Certification Records, Title IX Training Sign-In Sheets

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will implement a motivational staff program that will provide staff incentives to continuously promote student's academic success. Teachers will be recognized throughout the school year and on Teacher Appreciation Week in May. **Strategy's Expected Result/Impact:** To retain highly qualified teachers and staff **Staff Responsible for Monitoring:** Administrative Team, S. Perez, M. Mata, CLPAC **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Comprehensive Support Strategy**	10%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The campus will create different committees throughout the year to recognize different staff members on a monthly or seasonal bases. **Strategy's Expected Result/Impact:** Schedules of Activities **Staff Responsible for Monitoring:** CLPAC, S. Perez, M. Mata **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers	5%	50%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Campus will select a Special Committee to recognize Employee Appreciation Dates, such as Custodians, bus drivers, Bosses, Nurses, Counselors, Librarians, Secretaries, Volunteers, Principals, Security Guards, Principals, Teachers, and Teacher Assistants. **Strategy's Expected Result/Impact:** Schedules of the Activities. **Staff Responsible for Monitoring:** CLPAC, AT, S. Perez, M. Mata **Funding Sources:** Staff Incentives - Faculty Account 897 - $2,500	10%	50%	90%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: The campus will provide staff incentives every six weeks to retain highly qualified teachers and staff . **Strategy's Expected Result/Impact:** Campus teacher retention at the end of the school year. **Staff Responsible for Monitoring:** Administration Campus Secretary **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Campus will provide staff development under Title IX of the Education Amendments of 1972. **Strategy's Expected Result/Impact:** Safe Schools course completion. Certificate. **Staff Responsible for Monitoring:** S. Perez, R. Martinez, M. Mata **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: J. W. Caceres Elementary 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 4: J.W.C. will ensure that all 3rd-5th grade students are tested with the required state assessments. The Administrative Team will ensure that 100% of the staff testing receive appropriate training yearly.

Evaluation Data Sources: Trainings, Sign-In Sheets, Oaths

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Follow 2021-2022 Testing Calendar of Events to include all deadlines, submissions, and test administrations. **Strategy's Expected Result/Impact:** Texas Assessment Management System. **Staff Responsible for Monitoring:** Director of Testing, R. Martinez, S. Perez **ESF Levers:** Lever 1: Strong School Leadership and Planning	0%	0%	50%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All students will be provided STAAR t-shirts to motivate them academically. **Strategy's Expected Result/Impact:** Student success on state assessments. **Staff Responsible for Monitoring:** S. Perez, STAAR Teachers, CLPAC, M. Mata	0%	0%	0%	100%

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

Goal 4: J. W. Caceres Elementary 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 5: J.W.C.'s Custodial Staff will ensure to maintain the building, its premises and the facilities within, keeping them safe and clean and will provide students, staff and visitors with a safe and comfortable learning environment by maintaining well kept facilities.

Evaluation Data Sources: Principal Evaluation/Observations

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will provide supplies necessary for the custodial department to effectively keep the campus clean (i.e. power washers, vacuum cleaners, blowers, weed eaters, wax, cleaning solutions). **Strategy's Expected Result/Impact:** Observations Supplies copies **Staff Responsible for Monitoring:** Campus Head Custodian, S. Perez, M. Mata **Comprehensive Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: J. W. Caceres Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning process and increased parental involvement.

Performance Objective 1: J. W. C. will maintain the required members in the Campus Level Planning and Advisory Committee to oversee district and campus decisions, plans, and improvement activities.

Evaluation Data Sources: CLPAC meeting sign ins and agendas

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: J.W.C.'s CLPAC will meet at least once a month to oversee campus decisions, plans, and improvement activities. **Strategy's Expected Result/Impact:** Agendas, Sign-In Sheets **Staff Responsible for Monitoring:** CLPAC, S. Perez				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: J. W. Caceres Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning process and increased parental involvement.

Performance Objective 2: J.W.C will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at campus meetings/events each year.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Schedule parental involvement meetings monthly to disseminate information on: - Student achievement/school performance profiles - Curriculum and Instruction program - Federal program requirements: law and parents rights/needs assessment for Title 1 *Programs information will be communicated in both languages. **Strategy's Expected Result/Impact:** Parental Involvement Meeting Agendas (monthly) Program Evaluation Report **Staff Responsible for Monitoring:** I. Martinez, S. Perez, R. Cisneros, R. Martinez Classroom Teachers, CLPAC **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	5%	40%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Conduct a thorough comprehensive needs assessment (CNA) that draws from both quantitative and qualitative data sources at the MOY and EOY. **Strategy's Expected Result/Impact:** Sign in sheets Agenda for the meetings CNA narrative **Staff Responsible for Monitoring:** S. Perez, JWC Staff, CLPAC **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**	0%	0%	45%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: J.W.C. will participate in and/or provide at least 4 events/meetings/trainings/fairs/celebrations to inform parents of the district's Bilingual/Biliteracy model. **Strategy's Expected Result/Impact:** Sign-In Sheets, Flyers, Agendas, Acknowledgment Receipt Signature Sheet, and/or Handbook **Staff Responsible for Monitoring:** I. Martinez, R. Cisneros, S. Perez, Bilingual Department **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture	0%	0%	50%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: J. W. Caceres Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning process and increased parental involvement.

Performance Objective 3: J.W.C. Nursing Staff and SpEd Teachers will attend SHAC meeting presentations from community partners to educate students and give parents information of where to go get medical assistance. Students will receive needed medical care. SHAC meetings will be held 4 times in a school year.

Evaluation Data Sources: SHAC Agendas and nurses/SpEd end of the year reports/ number of students receiving medial treatment.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: J.W.C. Nursing Staff will educate students and give parents information of where to go get medical assistance. Students will receive needed medical care. **Strategy's Expected Result/Impact:** Sign-In Sheets, Agenda, SHAC meetings will be held 4 times in a school year. **Staff Responsible for Monitoring:** B. Silva, LVN, S. Perez, District SHAC Committee **ESF Levers:** Lever 3: Positive School Culture	35%	35%	80%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Title I Personnel

Name	Position	Program	FTE
Isabel Martinez	Parent Educator		

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Secretary	Marybelle Mata	Secretary
Administrator	Rose Martinez	Curriculum Specialist
Paraprofessional	Isabel Martinez	Parent Educator
Classroom Teacher	Elsa Almazan	PK Teacher
Classroom Teacher	Alicia Chavez	KG Teacher
Classroom Teacher	Maria Terrazas	1st Grade Teacher
Classroom Teacher	Fernando Vasquez	2nd Grade Teacher
Classroom Teacher	Clarissa Garcia	3rd Grade Teacher
Classroom Teacher	Emma Sayavedra	4th Grade Teacher
Classroom Teacher	Eva Torres	5th Grade Teacher
Classroom Teacher	Tobi Abesamis	SpEd Teacher
Non-classroom Professional	Rachel Flores	Librarian
Paraprofessional	Karina Adame	LVN
Paraprofessional	Lori Vento	Computer Lab Manager
Administrator	Sara Perez	Principal
Counselor	Daisy Rodriguez	Counselor

2021-2022 Site Based Decision Making Team

Committee Role	Name	Position
Secretary	Marybelle Mata	Secretary
Administrator	Rose Martinez	Curriculum Specialist
Administrator	Sara Perez	Principal
Non-classroom Professional	Rachel Flores	Librarian
Counselor	Daisy Rodriguez	Counselor

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Materials and Supplies - Warehouse		$4,320.00
				Sub-Total	$4,320.00
				Budgeted Fund Source Amount	$4,320.00
				+/- Difference	$0.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Materials and Supplies - Warehouse and other vendors.		$5,080.00
1	2	3	Library Books		$540.00
				Sub-Total	$5,620.00
				Budgeted Fund Source Amount	$5,155.00
				+/- Difference	-$465.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Materials and Supplies - Warehouse and other vendors.		$6,360.00
1	2	3	Library Books		$540.00
3	9	4	School Clothing/Uniforms	211.32.6499	$300.00
				Sub-Total	$7,200.00
				Budgeted Fund Source Amount	$6,660.00
				+/- Difference	-$540.00

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	9	5	Instructional Materials		$340.00
				Sub-Total	$340.00
				Budgeted Fund Source Amount	$340.00
				+/- Difference	$0.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Martha Morales Training		$900.00
1	1	4	Conference - TASA		$3,726.00
				Sub-Total	$4,626.00
				Budgeted Fund Source Amount	$3,726.00
				+/- Difference	-$900.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Materials and Supplies		$2,450.00
				Sub-Total	$2,450.00
				Budgeted Fund Source Amount	$2,450.00
				+/- Difference	$0.00

Student Activity 865					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	12	Student Activity		$9,284.00
				Sub-Total	$9,284.00
				Budgeted Fund Source Amount	$9,284.00
				+/- Difference	$0.00

Faculty Account 897					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	3	3	Staff Incentives		$2,500.00
				Sub-Total	$2,500.00
				Budgeted Fund Source Amount	$2,501.19
				+/- Difference	$1.19

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	7	2			$5,088.00
				Sub-Total	$5,088.00
				Budgeted Fund Source Amount	$5,088.00
				+/- Difference	$0.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Tutorials KG-5th Grade		$28,286.41
2	1	6	Tutorials 3rd-5th Grade		$26,982.43
				Sub-Total	$55,268.84
				Budgeted Fund Source Amount	$38,142.00
				+/- Difference	-$17,126.84
				Grand Total Budgeted	$77,666.19
				Grand Total Spent	$96,696.84
				+/- Difference	-$19,030.65

Donna Independent School District

M. Rivas Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Mission

M. Rivas Elementary and the community will educate all students to be self-motivated, responsible, trustworthy, and committed individuals who will lead and have a positive impact in our community.

La primaria M. Rivas y la comunidad educarán a todos los alumnos para que sean individuos auto-motivados, responsables, confiables y compreometidios que serán lideres y tendrán un impacto positivo en nuestra comunidad.

Vision

Vision

M. Rivas students, staff, and community working together towards academic excellence.

Los alumnos, personal de M. Rivas y la comunidad trabajando juntos para alcanzar la excelencia académica.

Value Statement

Core Values

If we believe all students can be successful and we want to accomplish our goals and be productive, then we should be:

Doing:

Positive Work Ethic, Reliable, Be Productive, Trustworthy, Honesty, Team Player/Work, Committed, Recognize Progress and Achievement

Seeing:

Student Centered, Collaborative Work, Student Driven Classrooms, Student Engagement, Intentional LEssons, Team Planning (on-going), Collaborative/Sharing Ideas, Individual Student Growth

Valores Fundamentales

Si creemos que todos los alumnos pueden tener exito y queremos lograr nuestros objectivos y ser productivos, entonces debemos ser:

Hacer

Tener etica de trabajo positiva, ser de confianza, ser productivo, ser condiable, ser honesto, ser jugador de equipo/de trabajo, ser comprometido, reconocer el progreso y el logro

Ver

Centrado en el alumno, trabajo colaborativo, aulas dirigidas por alumnos, participacion estudiantil, lecciones intencionales, planificacion de equipo (en curso), colaboracion/compartiendo ideas, crecimiento individual del alumno.

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Goals 11
- Goal 1: M. Rivas 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. 12
- Goal 2: M. Rivas 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase. 40
- Goal 3: M. Rivas 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. 70
- Goal 4: M. Rivas 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. 77
- Goal 5: M. Rivas 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. 91
- Goal 6: M. Rivas will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process. 124

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Although the demographic data shows our population growth in our area has decreased, our GT students identification has increased. Student decrease in the migrant program, from last year to this year, was based on students moving from elementary to middle school. Student ratio has changed based on the ending of the TTIPS grant and losing teachers funded under the grant increasing the teacher/student ratio. Students are supported in their STAAR RLA exams.

Demographics Strengths

- GT Program has increased student identification.
- 96% teachers are highly qualified.
- Paraprofessionals are also highly qualified.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student ratio increased. **Root Cause:** TTIPS grant has ended and the grant teachers contracts were not renewed.

Problem Statement 2: Student population decreased. **Root Cause:** The population has continued to decrease through the years. There has not been any rezoning or new residential zoning in the perimeters that pertain to M. Rivas.

Problem Statement 3: Number of students exiting bilingual program. **Root Cause:** Student ratio has decreased, therefore not many students are enrolled at M. Rivas School of the Arts. Since the ratio has decreased, different special populations have decreased as well.

Student Learning

Student Learning Summary

Student learning at M. Rivas Elementary has decreased in Mathematics and Reading for the 2020-2021 school year. Due to Covid-19, new obstacles were faced, which allowed opportunities for growth in technological development. Resolutions were provided through professional developments, construction of internet towers, and acquisition of technology devices for all students and staff. Although these did assist in increasing student attendance, student scores did not increase in benchmark data or six weeks assessment largely contributed by the change of learning environments. Small group interventions/tutorials/tutors and accelerated learning will continue to support all students in core areas including guided reading.

Student Learning Strengths

-1:1 technology devices for all students and staff.

-Wi-fi is more accessible to students working from home.

-Professional developments focused on technology offered throughout the school year led to teachers adapting to virtual instruction.

-Explicit Direct Instruction strategies consistently implemented in every grade level provided differentiation.

-Computer programs (Galileo, Imagine Math, Imagine LEarning) supported student success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students performance scores decreased in reading and math. **Root Cause:** Regression due to Covid-19 pandemic.

Problem Statement 2: SPED and subpopulations are not increasing performance scores. **Root Cause:** Changes of learning environment and interventions due to Covid-19 pandemic.

Problem Statement 3: Back-to-back assessments did not allow time to reteach or review skills. **Root Cause:** Testing calendar set by the district.

School Processes & Programs

School Processes & Programs Summary

M. Rivas adopted programs (Imagine Learning, Imagine Math, Lonestar, Galaxy, Learning.com, Istation, Mentoring Minds Program, SAAVAS, STEMSCOPES), but in order to successfully help our students be more effective in their learning is to have quality trainings for both teachers and teacher assistants. Teachers were provided with trainings such as DISD Blended Learning, RSSP Modules Virtual Learning, Region One PDP, Apple (Blended Learning Tracks, Reading Academy), which, were at times, introductory and provided demonstrations through videos. This had professionals unsure of how to use the program to maximize use. Another way for our students to also be successful is to have consistent support from our parents through our parental involvement center.

School Processes & Programs Strengths

- School committees are a strong support for the campus because it helps identify problems and find interventions that support the need identified.
- High teacher retention.
- Community support (Popeyes, Pizza Hut (Book It), Burger King, H-E-B).
- Support for students with special services.
- Strong administrative team (focus on what we need, student achievement).
- District support (PLC's, materials).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers and Paraprofessionals need quality trainings and additional support, such as techonology representative, to have effective student learning. **Root Cause:** 1.) Rushed training; 2.) Training (techonology) not aligned to teachers needs; 3.) Inadequate needs assessments (district/region one surveys); 4.) Lack of engagement.

Problem Statement 2: There are too many technology programs introduced in our campus, which then leads to inconsistency. **Root Cause:** 1.) Too many programs introduced; 2.) Trainings were provided through videos; 3.) Underestimating resources; 4.) Lack of accountability.

Problem Statement 3: There is a lack of parental involovement that is leading student effectiveness in a negative way. **Root Cause:** 1.) Covid precautions; 2.) Parents are working/babysitting at home; 3.) No transportation; 4.) Lack of technology; 6.) Unreliable Wi-Fi (Towers).

Perceptions

Perceptions Summary

In these disruptive times, technology has made it possible to teach students virtually, which allowed for more flexibility. All stakeholders were required to comply with health risk prevention. Some challenges that arose from virtual teaching were parental support, student engagement, and student performance. Therefore, there is a need for student incentives, parent/student tutorials on technology care, and parent/student activities and events in the future.

Perceptions Strengths

- Improved technology skills
- Student independence
- Health Risk Prevention
- Variety of Extracurricular Specials
- Flexibility

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The level of student engagement during instrucion is low. **Root Cause:** : Students are not interested in what they are learning and/or have no incentives to work towards.

Problem Statement 2: One of the challenges teachers face is parental support and communication. **Root Cause:** Parents do not have resources and/or time to assist their child with their academics.

Problem Statement 3: Parental involvement is low. **Root Cause:** There are not enough school events/activities that parents and students can participate in.

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
- 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

Student Data: Assessments

- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: M. Rivas 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 1: The campus will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percentage of K-3 students reading on or above grade level will increase by 2%.

Evaluation Data Sources: Imagine Learning, STAAR and TELPAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Ongoing job-embedded staff development in Explicit Direct Instruction and Arts Integration. Focus is placed on: Lesson Design, Lesson Delivery, Student Engagement, and Providing Effective Feedback to students. Materials and/or supplies may be purchased from the following vendors to allow teacher to help students achieve mastery in all content areas: 1. Warehouse 2. DEMCO 3. Gateway 4. Lakeshore 5. CDW 6. DELL 7. Oriental Trading 8. Sams 9. Walmart 10. Gum Drop Books 11. Positive Promotions 12. Mid Valley 13. Math Warm-Ups 14. Escue & Associates 15. Abdo publishing 16. Library Video Company 17. School Outfitters 18. WT Cox 19. Rio Paper and Supply 20. M&A Technology 21. Barnes and Noble 22. Brilliant Education 23. DRC/CTB				

24. McGraw Hill
25. Project Wisdom
26. Rhyme University
27. Cerebellum Corporation
28. Kinney Bonded Warehouse
29. Diana Ramirez
30. Region 4
31. NASCO
32. School Specialty
33. Scholastic
34. MyOn
35. Joshua Horton
36. Jackie Jackson science
37. William McDonald
38. Simultaneous Biliteracy
39.Dr. Jean Feldman
40.Dr Mike
41.Today's Classroom
42. Magazine Subscriptions
43. Pearson Education Inc.
44. S&T Enterprise
45. LAS Links
46. Cielo
47. Bush Supply
48. Really good stuff
49. Intech Southwest Services
50. Writing Academy
51. Heinemann Publishing
52. Benchmark Education Company
53. Epic Sports
54. Follett
55. 4 Imprint
56. Champion Awards
57. Forde-Ferrier
58. USI Education & Government Sales
59. HEB
60. Software House International
61. Perma-Bound Books
62. Scholastic Education
63. Stage Lighting Store
64. MTI
65. Triarco
66. Center Stone Services
67. Clary Business Machines
68. Imagery Graphics
69. Mobile Relays

Strategy 1 Details		Reviews	

70. Melhart
71. Spiral Binding LLC
72. Academic Learning Company
73. Home depot
74. Brainchild
75. Tangible Play Inc
76. Apple Inc.
77. ESC Learning Systems
78. Mentoring Minds
79. Lone Star Learning
80. Bridgenet Communications
81. Quaver Ed
82. Education Galaxy
83. Drama Books (Rumplestiltskin)
84. AOEU The Art of Education University
85. Lamac
86. School Life
87. Rays Business Products
88. Mackin Educational Resources
89. Promo Direct
90. Amsterdam
91. Hobby Lobby
92. Blick Art Materials
93. WoodWind and Brasswind
94. Sterling
95. Lead 4ward
96. ProSound
97. Kamico Instructional Media
98. Lowman Consulting LLC

List is not limited to above businesses.

Strategy's Expected Result/Impact: Teacher will improve lesson design, lesson delivery, student engagement, and effective feedback that will significantly improve achievement for all learners.

Staff Responsible for Monitoring: R. Navarro
I. Reyes
C. Mejia
E. Garces
H. Lomas
A. Lira
M. Montemayor
F. Ortega
W. Rodriguez
E. Gonzalez
R. Sanchez
M. Sanchez
C. Villarreal
A. Mercado

Strategy 1 Details	Reviews

A. Zarama
O. Rodriguez
L. Aguilar
R. Villa
L. Lopez
C. Cerda
J. Olivarez
G. Rodriguez
M. Johnson

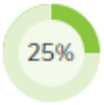
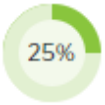
Comprehensive Support Strategy

Funding Sources: Supplies/Materials - Title I (211) - 6399 - $2,039, Supplies/Materials - Title III (263) - 6399 - $5,187, Supplies/Materials - Local (199) - 6399 - $4,225, Supplies/Materials - State Comp.(164) - 6399 - $3,503, - Title IV 289 - $4,624, Contract Services - Local (199) - 6299 - $300, 211 - IDEA (224) - 6339 - $1,600, - GT (168) - $1,386, - Title I (211) - 6339 - $1,600

Strategy 2 Details	Reviews			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Vertical and Team Planning: plan, study, and/or share approaches; focused on improving student achievement (T-TIPS Grant). Materials and/or supplies may be purchased from the following vendors to allow teacher to help students achieve mastery in the all content areas: 1. Warehouse 2. DEMCO 3. Gateway 4. Lakeshore 5. CDW 6. DELL 7. Oriental Trading 8. Sams 9. Walmart 10. Gum Drop Books 11. Positive Promotions 12. Mid Valley 13. Math Warm-Ups 14. Escue & Associates 15. Abdo publishing 16. Library Video Company 17. School Outfitters 18. WT Cox 19. Rio Paper and Supply 20. M&A Technology 21. Barnes and Noble 22. Brilliant Education 23. DRC/CTB 24. McGraw Hill 25. Project Wisdom 26. Cerebellum Corporation 27. Diana Ramirez 28. Kinney Bonded warehouse 29. ARC List is not limited to above businesses.	35%	35%	55%	
Strategy's Expected Result/Impact: Teachers will improve lesson design, lesson delivery, student engagement, and effective feedback that will significantly improve achievement for all learners.				
Staff Responsible for Monitoring: R. Navarro I. Reyes J. Olivares G. Rodriguez M. Johnson C. Mejia E. Garces H. Lomas A. Lira M. Montemayor				

F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Comprehensive Support Strategy** **Funding Sources:** Teacher/Office Supplies - Title I (211) - 6399 - $0, - Title III (263) - 6399 - $0, - Local (199) - 6399 - $0, - State Comp.(164) - 6399 - $0				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Teacher and Student Data Binders will be utilized to track progress **Strategy's Expected Result/Impact:** Teachers and students will set and achieve personal goals. **Staff Responsible for Monitoring:** R. Navarro I. Reyes J. Olivares G. Rodriguez M. Johnson C. Mejia E. Garces A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Funding Sources:** Teacher/Office Supplies - State Comp.(164) - 6399				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Professional Development for core content areas. Professional Development provided by: 1. Nora Martes 2. Lupe Lloyd 3. Gloria Cepeda 4. Region One 5. DataWorks 6. Lead4ward **Strategy's Expected Result/Impact:** Teacher will improve lesson design, lesson delivery, student engagement, and effective feedback that will significantly improve achievement for all learners. **Staff Responsible for Monitoring:** R. Navarro I. Reyes S. Macias C. Mejia H. Lomas E. Garces A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez A. Zarama A. Mercado C. Villarreal O. Rodriguez L. Aguilar J. Olivares G. Rodriguez M. Johnson **Comprehensive Support Strategy** **Funding Sources:** Attending workshops - TTIPS Grant (276) - 6411 - $250, - Teacher/Principal (255) - 6239 - $300				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Data Analysis of Imagine Learning and/or running records to assign students to specific reading level Guided Reading/Leveled Literacy Intervention (LLI) Class **Strategy's Expected Result/Impact:** Students will show improvement in reading levels on Imagine Learning. **Staff Responsible for Monitoring:** R. Navarro I. Reyes J. Olivares G. Rodriguez M. Johnson C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Comprehensive Support Strategy** **Funding Sources:** Teacher/Office Materials - State Comp.(164) - 6399	25%	25%	55%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide Opportunities to expose students to real world experiences and develop hands on activities and higher order thinking strategies through research, materials and manipulatives, competitions, and/or through field trips: 1. Gladys Porter Zoo 2. Peter Piper 3. International Museum of Arts and Science 4. Recycling Center 5. Theatrical Performances 6. Golden corral 7. Sea turtle 8. South Padre Island birding and nature center	0%	0%	0%	

9. Mr. Gatti's
10. CiCi's Pizza
11. Estero Llano Grande State Park
12. Childrens Museum of Brownsville
13. RGV Livestock Showgrounds
14. Chuck E. Cheeses
15. Museum of South Texas
16. Hidalgo County Precint 2
17. Performing & Visual Arts Instructional Material and equipment
18. UTRGV HEB Planetarium
19. CSTEM Center

Strategy's Expected Result/Impact: School field trips provide every student with real-world experiences and allow them to open their eyes to new environments and new cultures. Students will: write a report, create a diorama, etc.

Staff Responsible for Monitoring: R. Navarro
I. Reyes
J. Olivares
G. Rodriguez
M. Johnson
C. Mejia
E. Garces
H. Lomas
A. Lira
M. Montemayor
F. Ortega
W. Rodriguez
E. Gonzalez
R. Sanchez
M. Sanchez
C. Villarreal
A. Mercado
A. Zarama
O. Rodriguez
L. Aguilar
R. Villa
L. Lopez
C. Cerda
E. Torres

Funding Sources: - Local (199) - $2,550, - State Comp.(164) - $3,572, - Student Activity 865 - $7,000

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: PLC meetings will be held. Vertical and team planning/data analysis. **Strategy's Expected Result/Impact:** Teachers engage in a variety of activities including sharing a vision, working and learning collaboratively, and participating in shared decision making. PLC's help reduce the stress teachers feel such as being isolated. They are better informed and committed, and there are academic gains for students. It is also seen as a powerful staff-development approach and a potent strategy for school change and improvement. **Staff Responsible for Monitoring:** R. Navarro I. Reyes J. Olivares G. Rodriguez M. Johnson C. Mejia E. Garces A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres **Comprehensive Support Strategy**	35%	35%	55%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide small group tutorial services for at risk students in core subject areas including guided reading (Hire retire/rehire certified individuals and/or assign instructional aides). **Strategy's Expected Result/Impact:** Increased student scores **Staff Responsible for Monitoring:** R. Navarro I. Reyes J. Olivares G. Rodriguez M. Johnson C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa **Funding Sources:** Budget - Bilingual (162) - 6125 - $0, Budget - Title I (211) - 6125 - $0, Budget - State Comp.(164) - 6125 - $0				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Implement perfect attendance awards: 1. N.U.T. Ticket 2. Treat Ticket 3. Bike, Toy Raffles 4. Technology Day 5. Popcorn, Pickle, Movie 6. Pizza - Little Ceasars 7. Sam's 10) Implement student of the Month/Principals Luncheon 1. Little Ceasars **Strategy's Expected Result/Impact:** Improve student attendance every six weeks **Staff Responsible for Monitoring:** R. Navarro I. Reyes J. Olivares G. Rodriguez M. Johnson C. Mejia E. Garces A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Funding Sources:** 199.11.6498.00.111.11.0.00 - Local (199) - $1,000				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Recognize students for their academic achievement on monthly basis. 1) Champion Awards 2) Positive Promotions **Strategy's Expected Result/Impact:** Students confidence in their learning will increase. **Staff Responsible for Monitoring:** R. Navarro I. Reyes J. Olivares G. Rodriguez M. Johnson C. Mejia E. Garces A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Funding Sources:** - State Comp.(164) - 6498 - $2,000, - Local (199) - 6498 - $600	25%	25%	25%	→

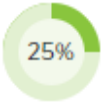
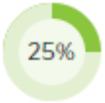
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: M. Rivas 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

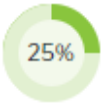
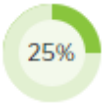
Performance Objective 2: Bilingual/ESL: The campus will facilitate K-3 Reading Level Monitoring. Increase educators' awareness of language, literacy, and content interdependence.

Evaluation Data Sources: Imagine Learning, Eduphoria (Workshop and AWARE), Master Schedules, TELPAS, RDA

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teacher and Student Data Binders will be utilized to track progress **Strategy's Expected Result/Impact:** Teachers and students will set and achieve personal goals. **Staff Responsible for Monitoring:** R. Navarro I. Reyes J. Olivares G. Rodriguez M. Johnson C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Funding Sources:** Teacher/Office Supplies - State Comp.(164) - 6399				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Professional Development for core content areas. Professional Development provided by: 1. Nora Martes 2. Lupe Lloyd 3. Gloria Cepeda 4. Region One 5. DataWorks 6. CLI Developing Talkers/ Hablemos Juntos 7. TAEA 8. Forde-Ferrier 9. Lone Star **Strategy's Expected Result/Impact:** Teacher will improve lesson design, lesson delivery, student engagement, and effective feedback that will significantly improve achievement for all learners. **Staff Responsible for Monitoring:** R. Navarro I. Reyes S. Macias C. Mejia H. Lomas E. Garces A. Lira M. Montemayor F. Ortega W. Rodriugez E. Gonzalez R. Sanchez M. Sanchez A. Zarama A. Mercado C. Villarreal O. Rodriguez L. Aguilar **Comprehensive Support Strategy** **Funding Sources:** - Teacher/Principal (255) - 6239 - $300				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Data Analysis of Imagine Learning, and/or running records to assign students to specific reading level Guided Reading/Leveled Literacy Intervention (LLI) Class Little Ceasars **Strategy's Expected Result/Impact:** Students will show improvement in reading levels on Imagine Learning. Classes and students will be recognized for usage and achievement **Staff Responsible for Monitoring:** R. Navarro I. Reyes C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Comprehensive Support Strategy** **Funding Sources:** Teacher/Office Materials - State Comp.(164) - 6399, Student Activity - Student Activity 865 - 2190				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: ELPS Training per subject area. **Strategy's Expected Result/Impact:** English Language Proficiency and teaching state standards help with the instruction and academic success of English Learners. **Staff Responsible for Monitoring:** R. Navarro I. Reyes C. Mejia H. Lomas E. Garces A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez A. Zarama A. Mercado C. Villarreal O. Rodriguez L. Aguilar **Comprehensive Support Strategy**	0%	0%	0%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Staff development on Explicit Direct Instruction (EDI), Childrens Learning Institute (CLI), Developing Talkers/ Hablemos Juntos, Positive Behavior Interventions and Support (PBIS). Personnel to attend staff developments at: 1. Region One 2. TLC 3. McAllen ISD 4. South Texas Master Gardener Assoc., 5.TEPSA 6. Legal 7. RGVCTM 8. AIE Conference 9. Region 12 workshops 10. Empowering Writers 11. STAAR 12. Regoin 3 13. Step up to the TEKS 14. Discover writing 15. TABE 16. CAST	35%	35%	50%	

Strategy 5 Details		Reviews		
17. TTIPS Cycle 5 18. TLA 19. Kagan Strategies 20. SIOP 21. Simultaneous Biliteracy 22. Assesstment Conference 23. Abydos Training 24. Texas A&M 25. TCEA Elementary Technology Conference 26. Writing Academy 27. Apple HQ Visit Conference 28. TASA **Strategy's Expected Result/Impact:** Teachers will improve lesson design, lesson delivery, student engagement, and effective feedback that will significantly improve achievement for all learners. **Staff Responsible for Monitoring:** R. Navarro I. Reyes S. Macias C. Mejia H. Lomas E. Garces A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez A. Zarama A. Mercado C. Villarreal O. Rodriguez L. Aguilar **Funding Sources:** Training manuals - Title I (211) - 6399 - $0, - State Comp.(164) - $0, - Title III (263) - $0, - Teacher/Principal (255) - $0, - Local (199) - $0				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Vertical and Team Planning: plan, study, and/or share approaches; focused on improving student achievement. **Strategy's Expected Result/Impact:** Teachers engage in a variety of activities including sharing a vision, working and learning collaboratively, and participating in shared decision making. **Staff Responsible for Monitoring:** R. Navarro I. Reyes C. Mejia H. Lomas E. Garces A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez A. Zarama A. Mercado C. Villarreal O. Rodriguez L. Aguilar J. Olivares G. Rodriguez M. Johnson **Comprehensive Support Strategy** **Funding Sources:** Teacher/Office Supplies - Bilingual (162) - 6399				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Data Analysis of Imagine Learning and/or running records to assign students to Guided Reading/LLI. **Strategy's Expected Result/Impact:** Students will show improvement in reading levels on Imagine Learning. **Staff Responsible for Monitoring:** R. Navarro I. Reyes J. Olivares G. Rodriguez M. Johnson C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez M. Garza E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva **Comprehensive Support Strategy** **Funding Sources:** Teacher/Office Materials - Title I (211) - 6399	25%	25%	55%	→

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

Goal 1: M. Rivas 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 3: Library Services: The campus Library Services will facilitate the purchase of and monitor usage of key literacy programs utilized in the district, including Accelerated Reader and myON for grades Pre-K-8th.

Evaluation Data Sources: MyOn purchase, AR purchase, reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Family Literacy Nights and Activities, Scholastic Book Fair, South Texas Literacy Coalition **Strategy's Expected Result/Impact:** Families have an opportunity to explore how learning to read and write begins and is supported at home and how families are children's first and most important teachers and role models. **Staff Responsible for Monitoring:** R. Navarro I. Reyes C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Funding Sources:** Teacher/Office Supplies - Local (199) - 6399	0%	0%	30%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide Opportunities for students to speak and listen to accomplished authors. **Strategy's Expected Result/Impact:** Reading books ensures that children are exposed to vocabulary on different topics, which means they hear words or phrases which they may not hear otherwise in their day to day lives. **Staff Responsible for Monitoring:** S. Macias R. Navarro I. Reyes **Funding Sources:** Presentation resources/materials - Local (199) - 2190 - $0	0%	0%	0%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Update library books, bring in Published Authors, Read Alouds, Reading is Fundamental distribution, classroom libraries will be created. **Strategy's Expected Result/Impact:** Reading books ensures that children are exposed to vocabulary on different topics, which means they hear words or phrases which they may not hear otherwise in their day to day lives. **Staff Responsible for Monitoring:** R. Navarro I. Reyes C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres S. Macias **Funding Sources:** Priority Status Grant - Title I (211), Published Author - Local (199) - 6299 - $0	0%	0%	30%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Have students participate in Battle of the books. Purchase Shirts for those that attend. 1. CB Sportswear 5. Have students participate in Reading Challenges such as: My on and AR Reading 1. Little Ceasars 2. Chuck E. Cheese **Funding Sources:** 199.12.6494.00.111.11.0.00 - Local (199) - $118, 865.00.2190.00.111.00.0.00 - Student Activity 865 - $230, 199.12.6412.00.111.11.0.00 - Local (199) - $246				

 No Progress Accomplished Continue/Modify Discontinue

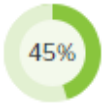
Goal 1: M. Rivas will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 4: Migrant: To better serve Migrant Priority for Services students by providing instructional and support services that will ensure student success.
100% of PFS students will have access to instructional and support services.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. **Strategy's Expected Result/Impact:** Identify migrant PFS students **Staff Responsible for Monitoring:** MSC, NGS Clerk	10%	10%	30%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. **Strategy's Expected Result/Impact:** District provides guidelines for PFS students. **Staff Responsible for Monitoring:** MSC	20%	20%	30%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Data from benchmark testing as well as Imagine Learning reports will be reviewed for PFS students. * Reading will be the focus for PFS students in grades K-2 * STAAR testing for Reading and Math and course completion will be the focus for PFS students in grades 3-12. **Strategy's Expected Result/Impact:** Teacher will improve lesson design, lesson delivery, student engagement, target areas of need and effective feedback that will significantly improve achievement for all learners. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: PFS Implementation Process will be secured **Strategy's Expected Result/Impact:** Teacher will improve lesson design, lesson delivery, student engagement, target areas of need and effective feedback that will significantly improve achievement for all learners. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva	20%	20%	55%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. **Strategy's Expected Result/Impact:** Guidelines and expectations on the PFS criteria for students **Staff Responsible for Monitoring:** MSC * Migrant Strategist * Migrant Family Services Coordinator * Migrant Community Liaison	25%	25%	55%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria **Strategy's Expected Result/Impact:** Parents understand PFS information and criteria **Staff Responsible for Monitoring:** MSC * Migrant Strategist * Migrant Family Services Coordinator * Migrant Community Liaison	0%	0%	25%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. **Strategy's Expected Result/Impact:** Update parents on student progress **Staff Responsible for Monitoring:** Migrant Strategist * Migrant Family Services Coordinator * Migrant Community Liaison	0%	0%	5%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: During the fall semester of the academic calendar the district's Title-1 C Migrant Coordinator/MEP staff will provide training to Elementary Curriculum Specialists on procedures to complete the PFS Progress Review Report **Strategy's Expected Result/Impact:** Curriculum Specialist understand the procedures to complete the PFS Reports. **Staff Responsible for Monitoring:** Migrant Strategist * Migrant Family Services Coordinator * Migrant Community Liaison	25%	25%	55%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: District websites, Marquees, Social Media will be utilized as communication tools. **Strategy's Expected Result/Impact:** Build communication with parents and the community for migrant students. **Staff Responsible for Monitoring:** MEP Staff	0%	0%	40%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. **Strategy's Expected Result/Impact:** Provide support for migrant students based on need. **Staff Responsible for Monitoring:** MSC Migrant Strategist Principal/designee	10%	10%	45%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. **Strategy's Expected Result/Impact:** Ensure migrant students received required services to help them be successful. **Staff Responsible for Monitoring:** MSC * Migrant Strategist Principal/designee Migrant Lab Teacher	10%	10%	45%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. **Strategy's Expected Result/Impact:** Follow guidelines for PFS students **Staff Responsible for Monitoring:** MSC MEP Staff	25%	25%	45%	→

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Master List of Services will be utilized to address student needs. **Strategy's Expected Result/Impact:** Help migrant students be successful and provide resources for them. **Staff Responsible for Monitoring:** MEP Staff	25%	25%	45%	100%

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

Goal 2: M. Rivas 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. 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 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from 26% to 33%. The percentage of students in grades 6-8 who achieve meets and/or masters performance level on the STAAR increase from 29% to 36%.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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Ongoing job-embedded staff development in Explicit Direct Instruction. Focus is placed on: Lesson Design, Lesson Delivery, Student Engagement, and Providing Effective Feedback to students. Materials and/or supplies may be purchased from the following vendors to allow teacher to help students achieve mastery in the all content areas: 1. Warehouse 2. DEMCO 3. Gateway 4. Lakeshore 5. CDW 6. DELL 7. Oriental Trading 8. Sams 9. Walmart 10. Gum Drop Books 11. Positive Promotions 12. Mid Valley 13. Math Warm-Ups 14. Escue & Associates 15. Abdo publishing 16. Library Video Company 17. School Outfitters 18. WT Cox 19. Rio Paper and Supply 20. M&A Technology 21. Barnes and Noble 22. Brilliant Education 23. DRC/CTB 24. McGraw Hill 25. Project Wisdom 26. Rhyme University 27. Cerebellum Corporation 28. Kinney Bonded Warehouse	35%	35%	55%	

29. Diana Ramirez
30. Region 4
31. NASCO
32. School Specialty
33. Scholastic
34. MyOn
35. Joshua Horton
36. Jackie Jackson science
37. William McDonald
38. Simultaneous Biliteracy
39.Dr. Jean Feldman
40.Dr Mike
41.Today's Classroom
42. Magazine Subscriptions
43. Pearson Education Inc.
44. S&T Enterprise
45. LAS Links
46. Cielo
47. Bush Supply
48. Really good stuff
49. Intech Southwest Services
50. Writing Academy
51. Heinemann Publishing
List is not limited to above businesses.

Strategy's Expected Result/Impact: Teacher will improve lesson design, lesson delivery, student engagement, and effective feedback that will significantly improve achievement for all learners.

Staff Responsible for Monitoring: R. Navarro
I. Reyes
C. Mejia
E. Garces
H. Lomas
A. Lira
M. Montemayor
F. Ortega
W. Rodriguez
E. Gonzalez
R. Sanchez
M. Sanchez
C. Villarreal
A. Mercado
A. Zarama
O. Rodriguez
L. Aguilar
R. Villa
L. Lopez
C. Cerda

Strategy 1 Details	Reviews

Comprehensive Support Strategy

Funding Sources: Supplies/Materials - Title I (211) - 6399 - $2,039, Supplies/Materials - Title III (263) - 6339 - $1,980, Supplies/Materials - Local (199) - 6399 - $4,225, Supplies/Materials - State Comp.(164) - 6399 - $0, - Title IV 289 - $0, - Bilingual (162) - 6399 - $2,546, - State Comp.(164) - $6,126, - IDEA (224) - $200, - TTIPS Grant (276) - $32,187

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Vertical and Team Planning: plan, study, and/or share approaches; focused on improving student achievement (T-TIPS Grant). Materials and/or supplies may be purchased from the following vendors to allow teacher to help students achieve mastery in the all content areas: 1. Warehouse 2. DEMCO 3. Gateway 4. Lakeshore 5. CDW 6. DELL 7. Oriental Trading 8. Sams 9. Walmart 10. Gum Drop Books 11. Positive Promotions 12. Mid Valley 13. Math Warm-Ups 14. Escue & Associates				

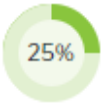
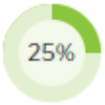
15. Abdo publishing
16. Library Video Company
17. School Outfitters
18. WT Cox
19. Rio Paper and Supply
20. M&A Technology
21. Barnes and Noble
22. Brilliant Education
23. DRC/CTB
24. McGraw Hill
25. Project Wisdom
26. Cerebellum Corporation
27. Diana Ramirez
28. Kinney Bonded warehouse 29. ARC
List is not limited to above businesses.

Strategy's Expected Result/Impact: Teachers will improve lesson design, lesson delivery, student engagement, and effective feedback that will significantly improve achievement for all learners.

Staff Responsible for Monitoring: R. Navarro
I. Reyes
C. Mejia
E. Garces
H. Lomas
A. Lira
M. Montemayor
F. Ortega
W. Rodriguez
E. Gonzalez
R. Sanchez
M. Sanchez
C. Villarreal
A. Mercado
A. Zarama
O. Rodriguez
L. Aguilar
R. Villa
L. Lopez
C. Cerda

Comprehensive Support Strategy

Funding Sources: Teacher/Office Supplies - Title I (211) - 6399 - $0, - Title III (263) - 6399 - $0, - Local (199) - 6399 - $0, - State Comp.(164) - 6399 - $0

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Teacher and Student Data Binders will be utilized to track progress **Strategy's Expected Result/Impact:** Teachers and students will set personal goals. **Staff Responsible for Monitoring:** R. Navarro I. Reyes C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Funding Sources:** Teacher/Office Supplies - State Comp.(164) - 6399				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Professional Development for core content areas. Professional Development provided by: 1. Nora Martes 2. Lupe Lloyd 3. Elvia Cavazos 4. Gloria Cepeda 5. Region One 6. DataWorks 7. CLI Developing Talkers/ Hablemos Juntos **Strategy's Expected Result/Impact:** Teacher will improve lesson design, lesson delivery, student engagement, and effective feedback that will significantly improve achievement for all learners. **Staff Responsible for Monitoring:** R. Navarro I. Reyes S. Macias C. Mejia H. Lomas E. Garces A. Lira M. Montemayor F. Ortega W. Rodriugez E. Gonzalez R. Sanchez M. Sanchez A. Zarama A. Mercado C. Villarreal O. Rodriguez L. Aguilar **Comprehensive Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Data Analysis of Istation, and/or running records to assign students to specific reading level Guided Reading/Leveled Literacy Intervention (LLI) Class **Strategy's Expected Result/Impact:** Students will show improvement in reading levels on Istation. **Staff Responsible for Monitoring:** R. Navarro I. Reyes C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Comprehensive Support Strategy** **Funding Sources:** Teacher/Office Materials - State Comp.(164) - 6399	25%	25%	55%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide Opportunities to expose students to real world experiences and develop hands on activities and higher order thinking strategies through research, materials and manipulatives, competitions, and/or through field trips: 1. Gladys Porter Zoo 2. Peter Piper 3. International Museum of Arts and Science 4. Recycling Center 5. Theatrical Performances 6. Golden corral 7. Sea turtle 8. South Padre Island birding and nature center 9. Mr. Gatti's 10. CiCi's Pizza 11. Estero Llano Grande State	0%	0%	5%	

Park 12. Childrens Museum of Brownsville 13. RGV Livestock Showgrounds 14. UTRGV PLaneterium and STEM Center 15. Performing & Visual Arts Instructional Materials and equipment. 16. UTRGV HEB Planetarium 17. CSTEM Center **Strategy's Expected Result/Impact:** School field trips provide every student with real-world experiences and allow them to open their eyes to new environments and new cultures. Students will: write a report, create a diorama, etc. **Staff Responsible for Monitoring:** R. Navarro I. Reyes C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres **Funding Sources:** - Local (199) - $2,550, - State Comp.(164) - $5,000, - Student Activity 865 - $5,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: PLC meetings will be held. Vertical and team planning/data analysis. **Strategy's Expected Result/Impact:** Teachers engage in a variety of activities including sharing a vision, working and learning collaboratively, and participating in shared decision making. PLC's help reduce the stress teachers feel such as being isolated. They are better informed and committed, and there are academic gains for students. It is also seen as a powerful staff-development approach and a potent strategy for school change and improvement. **Staff Responsible for Monitoring:** R. Navarro I. Reyes C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres **Comprehensive Support Strategy**				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide small group tutorial services for at risk students in core subject areas including guided reading (Hire retire/rehire certified individuals and/or assign instructional aides). **Strategy's Expected Result/Impact:** Increased student scores **Staff Responsible for Monitoring:** R. Navarro I. Reyes C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva **Funding Sources:** Budget - Bilingual (162) - 6125 - $4,176, Budget - Title I (211) - 6125 - $0, Budget - State Comp.(164) - 6125 - $0, - ESSER III (282) - 282.11.6125.00.111.24.0.LL - $35,182				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Above ground garden, District Initiative. 1. The Home Depot 2. Mcoys				

3. Dirt Depot and Supplies 4. Lowes **Staff Responsible for Monitoring:** O. Rodriguez	20%	20%	45%	→

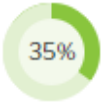
0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 2: M. Rivas 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. 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 The Campus GT students achieving the MEETS and MASTERS grade level standard on STAAR.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Staff development to target core content area. Focus is placed on Lesson Design, Lesson Delivery, Student Engagement, Effective Feedback Instructional Approaches such as Arts Integration. **Strategy's Expected Result/Impact:** Teachers will improve lesson design, lesson delivery, student engagement, and effective feedback that will significantly improve student achievement. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Funding Sources:** Materials - Title IV 289 - $3,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: M. Rivas 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. 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.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement PBIS campus wide. **Strategy's Expected Result/Impact:** PBIS interventions are designed both to reduce problem behaviors and increase adaptive, socially appropriate behaviors. These outcomes are achieved through teaching new skills and changing environments that might trigger problem behavior. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva **Comprehensive Support Strategy**	25%	25%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Words of Wisdom: Campus Wide Character Education **Strategy's Expected Result/Impact:** Help students build character and develop social-emotional competencies while addressing important and relevant issues such as bullying, cheating and academic achievement. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Focus is placed on: appropriate learning opportunities; adequate time; multiple opportunities for specific, corrective feedback; and re-teaching until mastery is achieved. **Strategy's Expected Result/Impact:** Teacher will improve lesson design, lesson delivery, student engagement, and effective feedback that will significantly improve achievement for all learners. **Staff Responsible for Monitoring:** R. Navarro I. Reyes C. Mejia H. Lomas E. Garces A. Lira M. Montemayor F. Ortega W. Rodriugez E. Gonzalez R. Sanchez M. Sanchez A. Zarama A. Mercado C. Villarreal O. Rodriguez L. Aguilar **Comprehensive Support Strategy** **Funding Sources:** Training Manuals - Title I (211) - 6399 - $0	35%	35%	55%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Ongoing job-embedded staff development in Explicit Direct Instruction. Focus is placed on: Lesson Design, Lesson Delivery, Student Engagement, and Providing Effective Feedback to students. Materials and/or supplies may be purchased from the following vendors to allow teacher to help students achieve mastery in the all content areas: 1. Warehouse 2. DEMCO 3. Gateway 4. Lakeshore 5. CDW 6. DELL 7. Oriental Trading 8. Sams 9. Walmart 10. Gum Drop Books 11. Positive Promotions 12. Mid Valley 13. Math Warm-Ups 14. Escue & Associates	35%	35%	55%	

15. Abdo publishing
16. Library Video Company
17. School Outfitters
18. WT Cox
19. Rio Paper and Supply
20. M&A Technology
21. Barnes and Noble
22. Brilliant Education
23. DRC/CTB
24. McGraw Hill
25. Project Wisdom
26. Rhyme University
27. Cerebellum Corporation 28. Kinney Bonded Warehouse
29. Diana Ramirez
30. Region 4
31. NASCO
32. School Specialty
33. Scholastic
34. MyOn
35. Joshua Horton
36. Jackie Jackson science
37. William McDonald
38. Simultaneous Biliteracy
39.Dr. Jean Feldman
40.Dr Mike
41.Today's Classroom
42. Magazine Subscriptions
43. Pearson Education Inc.
44. S&T Enterprise
45. LAS Links
46. Cielo
47. Bush Supply
48. Really good stuff
49. Intech Southwest Services
50. Writing Academy
51. Heinemann Publishing

List is not limited to above businesses.

Strategy's Expected Result/Impact: Teacher will improve lesson design, lesson delivery, student engagement, and effective feedback that will significantly improve achievement for all learners.

Staff Responsible for Monitoring: R. Navarro
I. Reyes
C. Mejia
E. Garces
H. Lomas
A. Lira
M. Montemayor

F. Ortega
W. Rodriguez
E. Gonzalez
R. Sanchez
M. Sanchez
C. Villarreal
A. Mercado
A. Zarama
O. Rodriguez
L. Aguilar
R. Villa
L. Lopez
C. Cerda

Comprehensive Support Strategy

Funding Sources: Supplies/Materials - Title I (211) - 6399 - $2,039, Supplies/Materials - Title III (263) - 6339 - $1,980, Supplies/Materials - Local (199) - 6399 - $4,225, Supplies/Materials - State Comp.(164) - 6399 - $0, - Title IV 289 - $0, - Bilingual (162) - 6399 - $2,546, - State Comp.(164) - $6,126, - IDEA (224) - $200, - TTIPS Grant (276) - $32,187

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Professional Development for core content areas. Professional Development provided by: 1. Nora Martes 2. Lupe Lloyd 3. Elvia Cavazos 4. Gloria Cepeda 5. Region One 6. DataWorks 7. CLI Developing Talkers/ Hablemos Juntos **Strategy's Expected Result/Impact:** Teacher will improve lesson design, lesson delivery, student engagement, and effective feedback that will significantly improve achievement for all learners. **Staff Responsible for Monitoring:** R. Navarro I. Reyes S. Macias C. Mejia H. Lomas E. Garces A. Lira M. Montemayor F. Ortega W. Rodriugez E. Gonzalez R. Sanchez M. Sanchez A. Zarama A. Mercado C. Villarreal O. Rodriguez L. Aguilar **Comprehensive Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: M. Rivas 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 4: Bilingual/ESL Education: The Campus will 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide small group tutorial services for at risk students in core subject areas including guided reading (hire retired/rehire certified individuals and or assign instructional aides. **Strategy's Expected Result/Impact:** Increased student scores in core content and guided reading levels.				

Staff Responsible for Monitoring: R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: M. Rivas 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 5: CTE: The Campus will identify the CTE students in need of academic improvement and offer classroom enrichment lessons and tutorial opportunities in order to increase by 5% of the amount of CTE students achieving meets and/or masters standards on the STAAR EOCs.

Evaluation Data Sources: STAAR EOC, TELPAS, PBMAS

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide small group tutorial services for at risk students in core subject areas including guided reading (hire retired/rehire certified individuals and or assign instructional aides. **Strategy's Expected Result/Impact:** Increased student scores in core content and guided reading levels. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda	30%	30%	40%	→

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: M. Rivas 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 6: Fine Arts: The campus 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop and implement structures and processes for collecting multiple measures of data that will provide strategies for continuous improvement **Strategy's Expected Result/Impact:** Gather data to help teachers improve instructional approaches that will help students grow in both fine arts and core content **Staff Responsible for Monitoring:** Fine Arts Teachers **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	0%	0%	50%	

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: M. Rivas 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

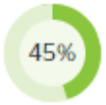
Performance Objective 7: Migrant: To better serve Migrant Priority for Services students by providing instructional and support services that will ensure student success. 100% of PFS students will have access to instructional and support services. PFS students will increase the Meets passing rate by 5% in the State Academic Achievement Standards (STAAR) in Reading and Math.

Evaluation Data Sources: PBMAS & STAAR, PFS Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. **Strategy's Expected Result/Impact:** Identify migrant PFS students **Staff Responsible for Monitoring:** MSC, NGS Clerk	10%	10%	35%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. **Strategy's Expected Result/Impact:** District provides guidelines for PFS students. **Staff Responsible for Monitoring:** MSC	20%	20%	30%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Data from benchmark testing as well as Imagine Learning reports will be reviewed for PFS students. * Reading will be the focus for PFS students in grades K-2 * STAAR testing for Reading and Math and course completion will be the focus for PFS students in grades 3-12. **Strategy's Expected Result/Impact:** Teacher will improve lesson design, lesson delivery, student engagement, target areas of need and effective feedback that will significantly improve achievement for all learners. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: PFS Implementation Process will be secured **Strategy's Expected Result/Impact:** Teacher will improve lesson design, lesson delivery, student engagement, target areas of need and effective feedback that will significantly improve achievement for all learners. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva	20%	20%	55%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. **Strategy's Expected Result/Impact:** Guidelines and expectations on the PFS criteria for students **Staff Responsible for Monitoring:** MSC * Migrant Strategist * Migrant Family Services Coordinator * Migrant Community Liaison	25%	25%	55%	

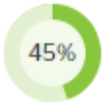
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria **Strategy's Expected Result/Impact:** Parents understand PFS information and criteria **Staff Responsible for Monitoring:** MSC * Migrant Strategist * Migrant Family Services Coordinator * Migrant Community Liaison	0%	0%	25%	100%

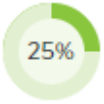
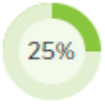
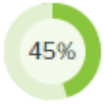
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. **Strategy's Expected Result/Impact:** Update parents on student progress **Staff Responsible for Monitoring:** Migrant Strategist * Migrant Family Services Coordinator * Migrant Community Liaison	0%	0%	5%	100%

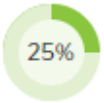
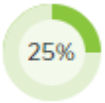
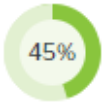
Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: During the fall semester of the academic calendar the district's Title-1 C Migrant Coordinator/MEP staff will provide training to Elementary Curriculum Specialists on procedures to complete the PFS Progress Review Report **Strategy's Expected Result/Impact:** Curriculum Specialist understand the procedures to complete the PFS Reports. **Staff Responsible for Monitoring:** Migrant Strategist * Migrant Family Services Coordinator * Migrant Community Liaison	25%	25%	55%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: District websites, Marquees, Social Media will be utilized as communication tools. **Strategy's Expected Result/Impact:** Build communication with parents and the community for migrant students. **Staff Responsible for Monitoring:** MEP Staff	0%	0%	35%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. **Strategy's Expected Result/Impact:** Provide support for migrant students based on need. **Staff Responsible for Monitoring:** MSC Migrant Strategist Principal/designee	10%	10%	45%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. **Strategy's Expected Result/Impact:** Ensure migrant students received required services to help them be successful. **Staff Responsible for Monitoring:** MSC * Migrant Strategist Principal/designee Migrant Lab Teacher				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. **Strategy's Expected Result/Impact:** Follow guidelines for PFS students **Staff Responsible for Monitoring:** MSC MEP Staff				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Master List of Services will be utilized to address student needs. **Strategy's Expected Result/Impact:** Help migrant students be successful and provide resources for them. **Staff Responsible for Monitoring:** MEP Staff				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Provide small group tutorial services for at risk students including PSF in the areas of Reading and Math (Hire retire/rehire certified individuals and/or assign instructional aides) **Strategy's Expected Result/Impact:** Increase students Meet scores by 5% **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres	0%	0%	40%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 3: M. Rivas 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

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: M. Rivas 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.

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: M. Rivas 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: CTE: The Campus will 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

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: M. Rivas 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: Advanced Academics: The percentage of students taking AP/ACT/SAT tests will increase from _____ to _____.

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

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: M. Rivas 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: Special Education: Goal/Objective related to CCMR (IEP completion, workforce readiness)

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: M. Rivas 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: Bilingual/ESL Education: The Campus will increase the number of students participating in the ESL Program graduate CCMR complete.

Evaluation Data Sources: TSI Data, ACT/SAT Data, TAPR, Certificate Data

Summative Evaluation: Some progress made toward meeting Objective

Goal 3: M. Rivas 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 7: The campus core content areas will provide support for the creation of new AP and other advanced courses in order to ensure student access and completion of those courses.

Summative Evaluation: Some progress made toward meeting Objective

Goal 4:
M. Rivas 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: Business and Finance: The Campus will ensure fiscal responsibility by reviewing internal controls of at least 3 departments per year, maintain a financial transparency website that has a minimum 20 points awarded by the Texas Comptroller of Public accounts, and maintain proper allocation of resources to improve student achievement by ensuring 90 days of General Fund- Fund Balance remains in unassigned classification.

Summative Evaluation: Some progress made toward meeting Objective

Goal 4:
M. Rivas 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: Federal Programs-The campus will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA, 90% of federal budgets will be spent.

Evaluation Data Sources: ESSA Application and Compliance Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Compliance meetings with Federal Programs Department. **Staff Responsible for Monitoring:** R. Navarro G. Alvares	15%	15%	35%	→

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

Goal 4:
M. Rivas 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: Human Resources: The Campus will maintain a 100% highly qualified status for the staffing requirements of the ESSA. The District will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%. Human Resources: The District will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

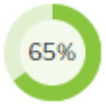
Summative Evaluation: Significant progress made toward meeting Objective

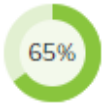
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus Orientation Title IX, Sexual Harassment, T-TESS, Campus Handbook, Bullying/Cyber-Bullying **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera	45%	45%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: TEAMS Timeclock for front office.	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide Qualified and Adequate Personnel to work on campus. **Staff Responsible for Monitoring:** R. Navarro I. Reyes Interviewing committee	90%	90%	95%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Remove Incompetent Staff or Help Them Achieve Satisfactory Functioning **Strategy's Expected Result/Impact:** Individual Professional Growth Plans and Summative Evaluations Report **Staff Responsible for Monitoring:** R. Navarro I. Reyes **Funding Sources:** Resource Books - Local (199) - 23.6399				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Campus Administration Professional Development Plan (T-PESS) **Strategy's Expected Result/Impact:** Walkthroughs, Observations, and Summatives **Staff Responsible for Monitoring:** R. Navarro I. Reyes **Comprehensive Support Strategy** **Funding Sources:** Professional Books - Title I (211) - 23.6399				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Implement Texas-Teacher Evaluation Support System. **Strategy's Expected Result/Impact:** Formative Reviews **Staff Responsible for Monitoring:** R. Navarro I. Reyes				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide teachers/staff individualized professional development, based on needs and/or student achievement, via consultants (reading, writing, math, guided reading, balanced literacy, mastery learning, etc...), Service Centers, conferences, professional development programs and/or campus/district personnel. Diana Ramirez, Bill McDonald, Joshua Horton, Dr. Mike, Jackie Jackson **Strategy's Expected Result/Impact:** Sign-ins, certificates, and/or formative reviews. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva **Funding Sources:** - Title I (211), - State Comp.(164), - Local (199)	0%	0%	40%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: End of Year binder; submission of retention/promotion list and documentation. **Strategy's Expected Result/Impact:** Binder **Staff Responsible for Monitoring:** R. Navarro I. Reyes	0%	0%	0%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide staff development on sexual harassment and Title IX procedures. **Strategy's Expected Result/Impact:** Sign in sheet **Staff Responsible for Monitoring:** R. Navarro I. Reyes	45%	45%	85%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4:
M. Rivas 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 4: Testing & Evaluation Department: The Campus will ensure that all 3rd-12th grade students are tested with the required state assessments. The Testing Department will ensure that 100% of the Campus Testing Coordinators, Principals, and other staff involved with testing receive appropriate training yearly.

Summative Evaluation: Some progress made toward meeting Objective

Goal 4:
M. Rivas 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 5: Expenditures: The Campus will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Conduct EOY Needs Assessment **Strategy's Expected Result/Impact:** Summary of strengths and needs based on critical success factors **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva	0%	0%	0%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide students and/or teachers access to up-to-date technology resources in order to facilitate, promote, and/or attract student interest to academic learning. Ex: laptops, computer tablets, computer desktops, smart boards, video players, audio players, and/or projectors. Listening centers, Interactive boards, headphones, poster machine, electronic die cut machine, laminator, PA system, screen, Piano Key boards, and theatre technology **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Comprehensive Support Strategy** **Funding Sources:** Budget - Title I (211) - 6329 - $0	35%	35%	90%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Identify accounts for given activities, CIP. **Strategy's Expected Result/Impact:** Accounts inputted in respective activity, CIP. **Staff Responsible for Monitoring:** R. Navarro	20%	20%	55%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: CLT Team, CLPAC, and Staff will receive ongoing job-embedded training on the TAIS process. **Strategy's Expected Result/Impact:** Quarterly Data Meetings **Staff Responsible for Monitoring:** R. Navarro I. Reyes C. Mejia A. Lira W. Rodriguez E. Gonzalez C. Villarreal O. Rodriguez R. Villa				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: CLPAC/CLT Team will receive job-embedded training on Plan4Learning program. **Strategy's Expected Result/Impact:** CLPAC/CLT Team access to Plan4Learning **Staff Responsible for Monitoring:** R. Navarro N. Martes I. Reyes A. Zamora C. Mejia A. Lira W. Rodriguez E. Gonzalez C. Villarreal O. Rodriguez R. Villa				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Conduct Quarterly Data Meetings, campus staff, central office personnel, and CIT. **Strategy's Expected Result/Impact:** Teachers engage in a variety of activities including sharing a vision, working and learning collaboratively, and participating in shared decision making. PLC's help reduce the stress teachers feel such as being isolated. They are better informed and committed, and there are academic gains for students. It is also seen as a powerful staff-development approach and a potent strategy for school change and improvement. **Staff Responsible for Monitoring:** R. Navarro I. Reyes				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Conduct vertical and/or horizontal PLC's at least once a six weeks. **Strategy's Expected Result/Impact:** Teachers engage in a variety of activities including sharing a vision, working and learning collaboratively, and participating in shared decision making. PLC's help reduce the stress teachers feel such as being isolated. They are better informed and committed, and there are academic gains for students. It is also seen as a powerful staff-development approach and a potent strategy for school change and improvement. **Staff Responsible for Monitoring:** R. Navarro I. Reyes				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4:
M. Rivas 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 6: Warehouse/Fixed Assets/Textbooks - Warehouse Departments will ensure all requisitions requested by campuses and department district-wide are expedited in a timely manner as per identified needs.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop tracking sheet for process. **Strategy's Expected Result/Impact:** Dates on tracking sheet **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres	35%	35%	55%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4:
M. Rivas 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 7: Campus Custodial will ensure to maintain the building, its premises and the facilities within, keeping them safe and clean.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement a needs walk twice daily. **Strategy's Expected Result/Impact:** Observation **Staff Responsible for Monitoring:** R. Navarro Maria Meza Elizabeth Orozco	50%	50%	55%	→

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

Goal 4:
M. Rivas 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 8: The Campus will provide students, staff and visitors with a safe and comfortable learning environment by maintaining well kept facilities.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop tracking sheet for process. **Strategy's Expected Result/Impact:** Completion sheets/emails. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres	50%	50%	55%	→

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

Goal 5: M. Rivas 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: Risk Management: The Campus will ensure that a District 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Keep EOY Binder up to date. **Strategy's Expected Result/Impact:** Keep the students and staff safe. Have procedures to follow in case of an emergency. **Staff Responsible for Monitoring:** R. Navarro	30%	30%	55%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Install key less door entry systems with cameras where visitors will have to be buzzed in. **Strategy's Expected Result/Impact:** Campus will be safer. **Staff Responsible for Monitoring:** Campus Administrators, District Police Dept. District Safety and Risk Dept **Funding Sources:** - Title IV 289 - $10,091	100%	100%	100%	100%

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

Goal 5: M. Rivas 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: Police Department: The Campus 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 at the respective campuses.

Evaluation Data Sources: PEIMS Discipline Reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement PBIS Campus Wide **Strategy's Expected Result/Impact:** PBIS interventions are designed both to reduce problem behaviors and increase adaptive, socially appropriate behaviors. These outcomes are achieved through teaching new skills and changing environments that might trigger problem behavior. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva	25%	25%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Implement guidance and counseling instruction for all students, campus wide; bullying/harassment, respect, and self esteem **Staff Responsible for Monitoring:** E. Rivera **Funding Sources:** Teacher/Office Supplies - Local (199)	35%	35%	55%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Words of Wisdom: Character Education **Strategy's Expected Result/Impact:** Help students build character and develop social-emotional competencies while addressing important and relevant issues such as bullying, cheating and academic achievement. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva **Funding Sources:** Teacher/Office Supplies - Local (199) - 6399				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Specific Skills Training for targeted students to deal with their inflection points, individual sessions. **Staff Responsible for Monitoring:** R. Navarro E. Rivera				

	30%	30%	60%

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: M. Rivas 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: Insurance: The Campus will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Evaluation Data Sources: Insurance policies to employees and students.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Schedule enrollment sessions. **Strategy's Expected Result/Impact:** Allows staff to have medical coverage during the school year. this allows staff to attend school and have less number of absences. **Staff Responsible for Monitoring:** R. Navarro I. Reyes	100%	100%	100%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: M. Rivas 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: Nursing/Health Services: The Campus will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Student records are filed and/or inputted into system. **Strategy's Expected Result/Impact:** Assist students and families that do not qualify for assistance. Students will have better attendance, Students with chronic conditions can stay in school class. **Staff Responsible for Monitoring:** R. Navarro I. Reyes	35%	35%	70%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: M. Rivas 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: Nutrition/Food Services: The Campus will provide nutritional meals to 100% of all PK-12 students to support academic success.

Evaluation Data Sources: Meals served, checks to campus cafeterias from nutrition department.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: All students are provided a breakfast (at classroom) and lunch plate from the cafeteria. **Strategy's Expected Result/Impact:** Children who eat breakfast perform better on assessments. It improves their concentration, alertness, comprehension, memory and learning.				

Staff Responsible for Monitoring: R. Navarro
I. Reyes
E. Rivera
S. Macias
C. Mejia
E. Garces
H. Lomas
A. Lira
M. Montemayor
F. Ortega
W. Rodriguez
E. Gonzalez
R. Sanchez
M. Sanchez
C. Villarreal
A. Mercado
A. Zarama
O. Rodriguez
L. Aguilar
R. Villa
L. Lopez
C. Cerda
E. Torres
R. Olivo
R. Rosales
L. Alvarez
M. Garza
J. De La Rosa
M. Villanueva

80%	80%	85%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: M. Rivas 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: Student Support Services: The Campus will ensure our Middle School and High School students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Evaluation Data Sources: LPC reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Create more opportunities for student to gain awareness, character building and knowledge of steps to take when encountering distress brought forth by bullying and Drugs to help students recognize their efforts in the positive outcome of perseverance through motivational speakers and incentives for bullying, Character building, motivation and anti drugs to create a positive learning environment. Oscar Munoz - Magician Positive Promotions Super Awesome fun Show Jerry Mendl Goodtimes Screen Printing **Strategy's Expected Result/Impact:** Reduce bulling in school Character Building/Improve self esteem **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - TTIPS Grant (276) - $500, - Title IV 289 - $4,648				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Create more opportunities for student to gain awareness and knowledge of steps to take when encountering distress brought forth by test taking and to help students recognize their efforts and the positive outcome of perseverance: sticking to a task and accomplishing it. 1. Efrain Guerrero (HAPPY) 2. Printex Express (STAAR Shirts) 3. Oscar Munoz - Magician 4. La Uni Print (STAAR Shirts) **Strategy's Expected Result/Impact:** Motivating students to pass STAAR assessments. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Student Activity 865 - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide parents with assistance on clothing referrals. **Strategy's Expected Result/Impact:** Create a positive school culture to ensure students feel nurtured and supported. **Staff Responsible for Monitoring:** E. Rivera C. Mejia E. Garces H. Lomas A. Lira M. Montemayor R. Camargo F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa **Funding Sources:** Students clothing - Title I (211) - 6499 - $1,050	0%	0%	70%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: M. Rivas 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 7: Transportation department : Bus routes on time for-transportation students with 88 bus drivers pick up children every morning goal is to make sure all route have student 15 mins prior to school starts. This is to give student time to eat breakfast. ur gps system will measure all route and time reaching campus. our goal is without incidents. 99.8 %

Evaluation Data Sources: Utilizing our GPS locator div ices. this will be our tool to evaluate our time of location stops and measure or time of delivery of student at campuses.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Tracking sheet will be used to track percentage of time bus drops off students on time, weekly. **Strategy's Expected Result/Impact:** Tracking sheet and emails to transportation director **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva	0%	0%	55%	→

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

Goal 5: M. Rivas 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 8: Fine Arts: The Campus will assist teachers and students to achieve the highest level of excellence in all interscholastic competitions and increase the overall percentage of high school students on track to obtaining Arts and Humanities endorsement by 10%

Evaluation Data Sources: Professional development, Inventory reports, Lesson plans, Evaluation reports, Competition results, PEIMS enrollment reports, PEIMS endorsement reports.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Students will achieve highest level of excellence in competitions and increase performance. **Strategy's Expected Result/Impact:** Awards **Staff Responsible for Monitoring:** R. Navarro G. Ibarra M. Johnson **Funding Sources:** - TTIPS Grant (276) - 6412 - $96	0%	0%	0%	→

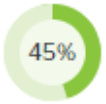
0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 5: M. Rivas 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 9: Drop Out Prevention: The Campus will increase the attendance rate from 95.1 to 95.6 for all students.

Evaluation Data Sources: TAPR report/PBMAS

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will provide individual and class incentives to encourage attendance. **Strategy's Expected Result/Impact:** Attendance Reports **Staff Responsible for Monitoring:** C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Examine enrollment and attendance records weekly to document accurate reporting. **Strategy's Expected Result/Impact:** Attendance Reports **Staff Responsible for Monitoring:** C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda I. Garza E. Rivera				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Teachers will monitor attendance daily, and contact parents when students are absent and document on parent contact logs. **Strategy's Expected Result/Impact:** Parent logs **Staff Responsible for Monitoring:** C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda I. Garza				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Campus attendance clerk will train teachers with TEAMS. **Strategy's Expected Result/Impact:** Sign-In sheets, Agendas, Attendance Reports. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda I. Garza				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Train Staff on the Attendance log and requirements. **Strategy's Expected Result/Impact:** Sign in sheets, Agendas, Attendace report. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda I. Garza	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: M. Rivas 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 10: Physical Education: The Campus will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE

Summative Evaluation: Significant progress made toward meeting Objective

Goal 5: M. Rivas 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 11: Advanced Academics: The Campus will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Summative Evaluation: Some progress made toward meeting Objective

Goal 5: M. Rivas 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 12: Technology: The Campus Students K-8th grades will learn about digital citizenship and cyberbullying using online curriculum.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop tracking sheet for process. **Strategy's Expected Result/Impact:** Completion sheets/emails **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres	0%	0%	0%	→

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

Goal 5: M. Rivas 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 13: Bilingual/ESL: The Campus will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Summative Evaluation: Some progress made toward meeting Objective

Goal 5: M. Rivas 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.

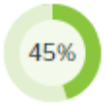
Performance Objective 14: Migrant: To better serve Migrant Priority for Services students by providing instructional and support services that will ensure student success. 100% of PFS students will have access to instructional and support services. PFS students will increase the Meets passing rate by 5% in the State Academic Achievement Standards (STAAR) in Reading and Math.

Evaluation Data Sources: PBMAS & STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. **Strategy's Expected Result/Impact:** Identify migrant PFS students **Staff Responsible for Monitoring:** MSC, NGS Clerk	10%	10%	30%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. **Strategy's Expected Result/Impact:** District provides guidelines for PFS students. **Staff Responsible for Monitoring:** MSC	20%	20%	30%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Data from benchmark testing as well as Imagine Learning reports will be reviewed for PFS students. * Reading will be the focus for PFS students in grades K-2 * STAAR testing for Reading and Math and course completion will be the focus for PFS students in grades 3-12. **Strategy's Expected Result/Impact:** Teacher will improve lesson design, lesson delivery, student engagement, target areas of need and effective feedback that will significantly improve achievement for all learners. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: PFS Implementation Process will be secured **Strategy's Expected Result/Impact:** Teacher will improve lesson design, lesson delivery, student engagement, target areas of need and effective feedback that will significantly improve achievement for all learners. **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda E. Torres R. Olivo R. Rosales L. Alvarez M. Garza J. De La Rosa M. Villanueva	20%	20%	45%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. **Strategy's Expected Result/Impact:** Guidelines and expectations on the PFS criteria for students **Staff Responsible for Monitoring:** MSC * Migrant Strategist * Migrant Family Services Coordinator * Migrant Community Liaison	25%	25%	55%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria **Strategy's Expected Result/Impact:** Parents understand PFS information and criteria **Staff Responsible for Monitoring:** MSC * Migrant Strategist * Migrant Family Services Coordinator * Migrant Community Liaison	0%	0%	25%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. **Strategy's Expected Result/Impact:** Update parents on student progress **Staff Responsible for Monitoring:** Migrant Strategist * Migrant Family Services Coordinator * Migrant Community Liaison	0%	0%	0%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: During the fall semester of the academic calendar the district's Title-1 C Migrant Coordinator/MEP staff will provide training to Elementary Curriculum Specialists on procedures to complete the PFS Progress Review Report **Strategy's Expected Result/Impact:** Curriculum Specialist understand the procedures to complete the PFS Reports. **Staff Responsible for Monitoring:** Migrant Strategist * Migrant Family Services Coordinator * Migrant Community Liaison	25%	25%	55%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: District websites, Marquees, Social Media will be utilized as communication tools. **Strategy's Expected Result/Impact:** Build communication with parents and the community for migrant students. **Staff Responsible for Monitoring:** MEP Staff	0%	0%	35%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. **Strategy's Expected Result/Impact:** Provide support for migrant students based on need. **Staff Responsible for Monitoring:** MSC Migrant Strategist Principal/designee	10%	10%	45%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. **Strategy's Expected Result/Impact:** Ensure migrant students received required services to help them be successful. **Staff Responsible for Monitoring:** MSC * Migrant Strategist Principal/designee Migrant Lab Teacher	10%	10%	45%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. **Strategy's Expected Result/Impact:** Follow guidelines for PFS students **Staff Responsible for Monitoring:** MSC MEP Staff	25%	25%	45%	→

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Master List of Services will be utilized to address student needs. **Strategy's Expected Result/Impact:** Help migrant students be successful and provide resources for them. **Staff Responsible for Monitoring:** MEP Staff	25%	25%	45%	100%

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

Goal 5: M. Rivas 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 15: Special Education: The Campus will improve its overall academic rating in the area of reading and writing in 2018 Texas Education Agency Performance Based Monitoring Analysis System by one performance level indicator.

Summative Evaluation: Some progress made toward meeting Objective

Goal 5: M. Rivas 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 16: Fine Arts: The Campus Visual and Performing Art programs will foster curiosity, creativity and critical thinking in all students through artistic, meaningful, and relevant learning experiences.

Evaluation Data Sources: PBL; Showcasing Events, Community Performances, Virtual Performances, and Interscholastic Competitions.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide professional development on Arts Integration, Arts distance learning, and other art disciplines. **Strategy's Expected Result/Impact:** The professional development will build teacher capacity to inspire curiosity, creativity, critical thinking in students but also the capacity to produce virtual performances of the students. **Staff Responsible for Monitoring:** District Personnel, Arts Facilitator, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	0%	0%	55%	→

No Progress Accomplished Continue/Modify Discontinue

Goal 5: M. Rivas 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 17: Academics: The Campus will Increase opportunities for students to participate in and out of district academic enrichment programs.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Create more opportunities for students to participate in and be recognized for enrichment programs such as career interest, technology, field lessons, science fairs and competitions, athletics, Fine Arts, Music, Theatre, Dance and Visual Arts extracurricular, robotics, STEM programs and camps, student clubs and languages other than English to include Computer Science, I Am Conference and TIES Conference **Strategy's Expected Result/Impact:** Increase enrollment numbers in programs **Staff Responsible for Monitoring:** R Navarro I. Reyes E. Gonzalez R. Sanchez M. Sanchez A. Zarama A. Mercado C. Villarreal O. Rodriguez L. Aguilar **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title IV 289 - $94,144.98	0%	0%	45%	→

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

Goal 6: M. Rivas 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: CLPAC: The Campus will maintain the required members in the Campus Level Planning and Advisory Committee to oversee campus decisions, plans, and improvement activities at least 4 times per year.

Evaluation Data Sources: CLPAC meeting sign ins and agendas

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: CLPAC Committee will meet once every six weeks to discuss and evaluate improvement activities. **Strategy's Expected Result/Impact:** Attendance data, student performance data; STAAR results, Istation reading level data, progress report grades, bundle assessment data **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda parent, community members, and counseling department	15%	15%	35%	→

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

Goal 6: M. Rivas 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: Parental and Family Engagement Department: The Campus 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.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Student performance at meetings; skits, readings, music performance **Strategy's Expected Result/Impact:** Student performance in campus and/or district celebrations/festivals. **Staff Responsible for Monitoring:** C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda J. Cantu	0%	0%	25%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Materials and/or supplies may be purchased from the following vendors to allow parental involvement to help educate parents in different areas: Warehouse, Cielo, Gateway, Wal-mart. **Strategy's Expected Result/Impact:** Sign in sheets **Staff Responsible for Monitoring:** J. Cantu **Funding Sources:** Supplies - Title I (211) - $0	0%	0%	35%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Recruit parent and community members for CLPAC Team. **Strategy's Expected Result/Impact:** Parent and Community Member representation in CLPAC meeting. **Staff Responsible for Monitoring:** CLPAC Team				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Schedule CLPAC Meetings in Campus Instructional Calendar **Strategy's Expected Result/Impact:** Campus Instructional Calendar **Staff Responsible for Monitoring:** R. Navarro I. Reyes				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: EOY evaluation of CLPAC. **Strategy's Expected Result/Impact:** Summary of results in HB5 Binder. **Staff Responsible for Monitoring:** R. Navarro				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Conduct parental meetings to keep community informed of campus/district happenings and supports. **Strategy's Expected Result/Impact:** Sign-in Sheets and Agendas **Staff Responsible for Monitoring:** R. Navarro I. Reyes E. Rivera S. Macias C. Mejia E. Garces H. Lomas A. Lira M. Montemayor F. Ortega W. Rodriguez E. Gonzalez R. Sanchez M. Sanchez C. Villarreal A. Mercado A. Zarama O. Rodriguez L. Aguilar R. Villa L. Lopez C. Cerda J. Cantu	35%	35%	50%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Conduct training for parents on parent portals. **Strategy's Expected Result/Impact:** Sign-In Sheets and Agendas **Staff Responsible for Monitoring:** R. Navarro I. Reyes J. Cantu	0%	0%	45%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Reading is for Families - Invite parents to read with their children during lunch time and/or after school. (Snacks and/or hot food will be provided in order to attract parent participation.) **Strategy's Expected Result/Impact:** Families have an opportunity to explore how learning to read and write begins and is supported at home and how families are children's first and most important teachers and role models. **Staff Responsible for Monitoring:** R. Navarro I. Reyes J. Cantu **Comprehensive Support Strategy** **Funding Sources:** Budget - Title I (211) - 211.23.6499 - $1,000	0%	0%	45%	→

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Invite parents to attend decision making committee meetings. Ex: CPLAC, LPAC, ARDs, 504, etc... **Strategy's Expected Result/Impact:** Signature pages of committee meetings. **Staff Responsible for Monitoring:** R. Navarro I. Reyes Campus Administration and/or Committee Chairs	50%	50%	55%	100%

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

Goal 6: M. Rivas 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: Bilingual/ESL: Goal/Objective relating to informing parents of the district Bilingual/ESL model.

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 4: The migrant department will have 4 out 4 PAC meetings throughout the school year for migrant parents. (100%)

Evaluation Data Sources: PAC meeting agendas and sign in sheets.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. **Strategy's Expected Result/Impact:** Parents understand PFS information and criteria **Staff Responsible for Monitoring:** MSC Migrant Strategist Migrant Family Services Coordinator Migrant Community Liaison	0%	0%	45%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. **Strategy's Expected Result/Impact:** Update parents on student progress **Staff Responsible for Monitoring:** Migrant Strategist Migrant Family Services Coordinator Migrant Community Liaison	0%	0%	0%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 5: Nursing/Health Services: Goal/Objective relating to parent education meetings/SHAC meetings.

Evaluation Data Sources: Agendas and sign ins of SHAC meetings, and agendas from Family Engagement meetings.

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 6: Fine Arts: The Campus will inaugurate school/community committees and meet at least 4 times a school year to support continuous success for all Fine Art students.

Evaluation Data Sources: Fine Arts cross-curricular projects, Community engagement projects, Committee agendas/sign-in documents.

Summative Evaluation: Some progress made toward meeting Objective

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

Performance Objective 7: Nutrition/Food Services: Goal/Objective relating to SHAC meetings.

Evaluation Data Sources: Shac agendas and meetings

Summative Evaluation: Some progress made toward meeting Objective

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies/Materials	6399	$3,503.00
1	1	2		6399	$0.00
1	1	3	Teacher/Office Supplies	6399	$0.00
1	1	5	Teacher/Office Materials	6399	$0.00
1	1	6			$3,572.00
1	1	8	Budget	6125	$0.00
1	1	10		6498	$2,000.00
1	2	1	Teacher/Office Supplies	6399	$0.00
1	2	3	Teacher/Office Materials	6399	$0.00
1	2	5			$0.00
2	1	1	Supplies/Materials	6399	$0.00
2	1	1			$6,126.00
2	1	2		6399	$0.00
2	1	3	Teacher/Office Supplies	6399	$0.00
2	1	5	Teacher/Office Materials	6399	$0.00
2	1	6			$5,000.00
2	1	8	Budget	6125	$0.00
2	3	4	Supplies/Materials	6399	$0.00
2	3	4			$6,126.00
4	3	7			$0.00
				Sub-Total	$26,327.00
				Budgeted Fund Source Amount	$15,730.00
				+/- Difference	-$10,597.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies/Materials	6399	$4,225.00
1	1	1	Contract Services	6299	$300.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2		6399	$0.00
1	1	6			$2,550.00
1	1	9	199.11.6498.00.111.11.0.00		$1,000.00
1	1	10		6498	$600.00
1	2	5			$0.00
1	3	1	Teacher/Office Supplies	6399	$0.00
1	3	2	Presentation resources/materials	2190	$0.00
1	3	3	Published Author	6299	$0.00
1	3	4	199.12.6494.00.111.11.0.00		$118.00
1	3	4	199.12.6412.00.111.11.0.00		$246.00
2	1	1	Supplies/Materials	6399	$4,225.00
2	1	2		6399	$0.00
2	1	6			$2,550.00
2	3	4	Supplies/Materials	6399	$4,225.00
4	3	4	Resource Books	23.6399	$0.00
4	3	7			$0.00
5	2	2	Teacher/Office Supplies		$0.00
5	2	3	Teacher/Office Supplies	6399	$0.00
				Sub-Total	$20,039.00
				Budgeted Fund Source Amount	$29,070.00
				+/- Difference	$9,031.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies/Materials	6399	$2,039.00
1	1	1		6339	$1,600.00
1	1	2	Teacher/Office Supplies	6399	$0.00
1	1	8	Budget	6125	$0.00
1	2	5	Training manuals	6399	$0.00
1	2	7	Teacher/Office Materials	6399	$0.00
1	3	3	Priority Status Grant		$0.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Supplies/Materials	6399	$2,039.00
2	1	2	Teacher/Office Supplies	6399	$0.00
2	1	8	Budget	6125	$0.00
2	3	3	Training Manuals	6399	$0.00
2	3	4	Supplies/Materials	6399	$2,039.00
4	3	5	Professional Books	23.6399	$0.00
4	3	7			$0.00
4	5	2	Budget	6329	$0.00
5	6	3	Students clothing	6499	$1,050.00
6	2	2	Supplies		$0.00
6	2	8	Budget	211.23.6499	$1,000.00
				Sub-Total	$9,767.00
				Budgeted Fund Source Amount	$33,049.00
				+/- Difference	$23,282.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4		6239	$300.00
1	2	2		6239	$300.00
1	2	5			$0.00
				Sub-Total	$600.00
				Budgeted Fund Source Amount	$2,040.00
				+/- Difference	$1,440.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies/Materials	6399	$5,187.00
1	1	2		6399	$0.00
1	2	5			$0.00
2	1	1	Supplies/Materials	6339	$1,980.00
2	1	2		6399	$0.00
2	3	4	Supplies/Materials	6339	$1,980.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$9,147.00
				Budgeted Fund Source Amount	$2,259.00
				+/- Difference	-$6,888.00

Student Activity 865					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$7,000.00
1	2	3	Student Activity	2190	$0.00
1	3	4	865.00.2190.00.111.00.0.00		$230.00
2	1	6			$5,000.00
5	6	2			$2,000.00
				Sub-Total	$14,230.00
				Budgeted Fund Source Amount	$600.00
				+/- Difference	-$13,630.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$4,624.00
2	1	1			$0.00
2	2	1	Materials		$3,000.00
2	3	4			$0.00
5	1	2			$10,091.00
5	6	1			$4,648.00
5	17	1			$94,144.98
				Sub-Total	$116,507.98
				Budgeted Fund Source Amount	$4,648.00
				+/- Difference	-$111,859.98

TTIPS Grant (276)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Attending workshops	6411	$250.00
2	1	1			$32,187.00
2	3	4			$32,187.00

TTIPS Grant (276)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	6	1			$500.00
5	8	1		6412	$96.00
				Sub-Total	$65,220.00
				Budgeted Fund Source Amount	$438,961.00
				+/- Difference	$373,741.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	8		282.11.6125.00.111.24.0.LL	$35,182.00
				Sub-Total	$35,182.00
				Budgeted Fund Source Amount	$35,217.00
				+/- Difference	$35.00
				Grand Total Budgeted	$561,574.00
				Grand Total Spent	$297,019.98
				+/- Difference	$264,554.02

Donna Independent School District

Capt. D. Salinas Elementary

2021-2022 Campus Improvement Plan

Mission Statement

The administration, staff and community will strive toward excellence in providing the highest quality of education for students through community and unity. The students should endeavor responsibly with the same ideal to attain academic success within a safe environment conducive to student achievement.

Vision

The vision of Salinas Elementary is for ALL students to reach the highest level of academic success through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

Motto

"Salinas Sailors Today, World Captains Tomorrow"

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Goal 2: Capt. D. Salinas II Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase. 21
Goal 3: Capt. D. Salinas II Elementary 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. 30
Goal 4: Capt. D. Salinas II Elementary 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. 33
Goal 5: Capt. D. Salinas II Elementary 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. 41
Goal 6: Capt. D. Salinas II Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process. 50
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Comprehensive Needs Assessment

Perceptions

Perceptions Summary

Student Engagement

Do our students attend school daily? Define the attendance rate and if lower than desired, disaggregate it by the seven race/ethnic groups.

Attendance at Captain Daniel Salinas II Elementary is at 98%, this meets our district and state desired rate.

How does student behavior impact instruction? Describe what is significant in the data about behavior, disciplinary patterns, disciplinary alternative education placements (DEAP) and if any differences between the seven races/ethnicity groups and five student groups.

We know student behavior impacts instruction, whether it be virtually or in person. The fact that teachers implement effective classroom management systems reduces the number of student behavior concerns. We do not have any referrals for this 2020-2021 school year, the data shows that there is indeed effective implementation of classroom behavior management systems in place.

What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?

Student self-referrals, students, parents & teacher’s referrals as well as the district’s anonymous alerts system are available as a strategy to reduce the threat of bullying. Teachers' classroom lessons and counselor’s lessons of Pillars of Character Education delivered through the morning announcements are also tools to reduce bullying in our campus. In addition, October was recognized as National Anti-bullying Month with virtual activities taking place. This school year 2020-2021 no bullying incidents have occurred, virtually or in person.

What percentage of students are sent to DAEP or juvenile justice alternative education program (JJAEP) for discretionary purposes? Mandatory purposes? For what offenses? Is one student group more heavily represented than others?

In these past 2 years, only one student was sent to DAEP for aggressive/threatening behavior against other students. Although this is not representative of our campus discipline patterns, interventions were implemented to aid the child when he returned via social worker/counseling sessions. There is not sufficient evidence that a particular group is

represented due to extremely low incidences. No students were sent to either alternative center for mandatory purposes or reasons.

What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.

Students struggling with behavior are supported by our campus counselor, District LPC's and District LSSP's. Behavior contracts, lessons, parent conferences, and observations are some ways students are addressed to deter behavior. Counseling, mentoring, and meditation have been effective in the past. This 2020-2021 school year we did not need to put this into play because of zero reports of this type.

How do students describe their campus? How does this differ from teachers' descriptions?

Of the 245 students that were surveyed, 35% of the students describe the learning environment at the campus as very positive, 49% describe the learning environment as positive, 11% describe the learning environment as slightly positive, and 5% describe the learning environment as not positive. Thus, most of the students surveyed felt positive about the learning environment of the campus.

Of the 59 Staff members that were surveyed, 25% describe the learning environment as very positive, 75% describe the learning environment as positive, 0% describe the learning environment as negative, and 0% describe the learning environment as very negative. Thus, all the staff members surveyed felt positive about the learning environment of the campus.

How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?

Of the 245 students that were surveyed, 32% describe campus life with regards to respect, relationships, behavior, support, belonging, etc. as strongly agreed, 53% describe campus life with regards to respect, relationships, behavior, support, belonging, etc. as agree, 9% describe campus life with regards to respect, relationships, behavior, support, belonging, etc. as disagree, and 5% describe campus life with regards to respect, relationships, behavior, support, belonging, etc. as strongly disagree.

Of the 59 staff members surveyed 25% described campus life as very positive, 75% described campus life as positive, 0% described campus life as negative, and 0% described campus life as very negative.

Both groups, students and staff members, have similar results regarding our campus climate.

Are effective procedures in place to promote safety? Do students feel safe? How do we know?

Of the 245 students surveyed, 37% strongly agree that they feel safe in our campus, 50% agree that they feel safe in our campus, 11% disagree that they feel safe in our campus, and only 3% strongly disagree that they do not feel safe in our campus.

Staff Engagement

Do we retain teachers' long term? Explain the turnover rate and how this compares with previous years.

Data findings gathered from the Texas Academic Performance Reports (see table below) show that there has been a slight decrease in teacher retention. This is due to factors such as a decline in student population within the past 3 years and the loss of a teacher due to Novel Coronavirus-2019.

School Year	2017-2018	2018-2019	2019-2020	2020-2021
Total Teachers	36	33	33	32

How do we support inexperienced teachers? Discuss any staff mentoring results.

New hired inexperienced teachers have a mentor that collaborates with them and guides them throughout the year. We also have head teachers in every grade level to assist grade level teachers with any concerns they may have. Head teachers are the voice of the grade level in meetings with administration and convey any messages and concerns. Administrators also hold weekly staff meetings with any information that needs to be delivered to staff and welcome any feedback or concerns from staff. This year we have a new initiative with content coaches. Ms. V. Rodriguez and Ms. S. Cepeda were hired to assist teacher's 3rd through 5th grade with reading and math contents. They hold coaching meetings and assist teachers with ideas in promoting better virtual learning.

How do teachers view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.

Of the 59 staff members that were surveyed, 25% describe the campus climate as very positive, 75% describe the campus climate as positive, 0% describe the campus climate as negative, and 0% describe the campus climate as very negative.

Of the 59 staff members that were surveyed 15% describe the district climate as very positive, 78% describe the district climate as positive, 5% describe the district climate as negative, and 2% describe the district climate as very negative.

Of the 59 staff members that were surveyed 37% describe the campus culture as very positive, 61% describe the campus culture as positive, 2% describe the campus culture as negative, and 0% describe the campus culture as very negative.

Of the 59 staff members that were surveyed 17% describe the district culture as very positive, 83% describe the district culture as positive, 0% describe the district culture as negative, and 0% describe the district culture as very negative.

What are teachers' expectations for parental involvement? How do we know?

Of the 59 staff members that were surveyed, 22% expect parents to be extremely involved, 58% expect parents to be involved, 19% expect parents to be somewhat involved, and 2% expect parents to not be involved.

Are effective procedures in place to promote safety? Do staff members feel safe? How do we know?

Of the 59 staff members that were surveyed, 51% responded that effective procedures are in place to promote safety as always, 32% responded that effective procedures are in place to promote safety as sometimes, 17% responded that effective procedures are in place to promote safety as often, and 0% responded that effective procedures are in place to promote safety as never.

What procedures are in place to involve staff in improvement planning? How are they included in decisions?

We have CNA committees that include all Salinas staff. Staff members take surveys that include concerns and or comments regarding campus climate, performance etc. For planning purposes, head teachers hold grade level meetings that allow planning for future events or assignments. Weekly staff meetings allow administrators to convey valuable information to staff that allows planning accordingly and with time. Administrators welcome any feedback from teachers or concerns.

Parent/Guardian and Community Engagement

How do parents participate in the education of their child? Explain how participation rates are measured and the current data findings.

A parent survey was made available to all parents from Salinas Elementary to participate. Of the 51 parents that answered the survey, 77% attended Open House, 59% had Parent/Teacher conferences, 31% participated in school wide events, and 2% volunteered at Salinas Parent Education Center.

What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know?

The parents' perception about the school's effectiveness in their child's education according to the 51 surveyed responses were as follows: 41% described it as very effective, 49% described it as effective, 8% described it as somewhat effective, and 2% described it as not effective.

Of the 51 parents surveyed, 88% said they feel welcome to Salinas Elementary School, 10% said they do not feel welcomed, and 2% answered maybe they feel welcomed.

How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do we know?

According to the results gathered from the 51 Parent Surveys, the communication of the school's website, mobile app, letters, newspaper articles, etc., were as follows: 47% said that the communication was very effective, 43% said that communication was effective, 8% said that it is somewhat effective, and only 2% said that it is not effective.

Is communication translated into languages other than English when needed?

Captain Daniel Salinas II Elementary is a biliteracy campus and therefore all types of communication translate in two languages, English and Spanish. This is how all parents are kept informed of any news happening at school, including their child's academic progress or performance. Of the 51 parents surveyed, 96% said Yes to receiving communication translated into languages other than English and only 4% said No to receiving communication translated into languages other than English.

Do parents and community members participate in the site-based committee? How are they selected? Do They feel their participation is necessary and important? How do we know?

Parents participate in a site-based committee. Parents are selected based on their involvement at school and how well they communicate with the community.

Parents' participation is necessary because they assist with decision making that benefits students. They are the voice for other parents and their involvement is mandated by the state to Title 1 campuses.

Perceptions Strengths

Our campus perception strengths for the 2020-2021 school year according to the data gathered indicate that students, parents/guardians, and staff describe the

campus environment as positive and safe. A significant percentage of teachers expect parental involvement in their child's education. This is correlated with how parents participate in the education of their child's education such as attending open house, parent/teacher conferences, school wide events, and volunteering at the school's Parent Education Center. It is evident that teachers implement effective classroom management systems and keep close communication with student's parent/guardian as this year we do not have any student discipline referrals. Student attendance for this year has meet our district and state desired rate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A low percentage of our campus students described our campus learning environment as slightly or not positive. **Root Cause:** This might have to do with the change of teaching methods that had to be implemented because of the Novel Corona Virus-Covid 19.

Problem Statement 2: A low percentage of our campus students disagreed that they feel safe in our campus. **Root Cause:** This might have to do with Novel Corona Virus-Covid 19 and their fear of getting infected at school.

Problem Statement 3: A low percentage (7%) of staff members view the district climate as negative. **Root Cause:** This might have to do with the negative information that is being published on social media about the district.

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

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 released test questions
- STAAR EL progress measure data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee 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
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Capt. D. Salinas II Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 1: Percentage of Kinder through 2nd grade students that MEET grade level quintile score for Math and are reading at or above grade level based on computer adaptive program will increase.

HB3 Goal

Evaluation Data Sources: Imagine Math, Imagine Learning, I Station

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: GPM 2.3: Percentage of Kindergarten students reading on or above grade level based on adaptive computer program will increase from 69%% to 72% by 2021-2022. **Strategy's Expected Result/Impact:** 72% of Kinder students reading on grade level. **Staff Responsible for Monitoring:** District and campus staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	30%	40%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: GPM 2.2: Percentage of first grade students reading on or above grade level based on computer adaptive program will increase from 31%% to 41% by 2021-2022. **Strategy's Expected Result/Impact:** 41% of 1st grade students reading on grade level. **Staff Responsible for Monitoring:** District and campus staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	25%	40%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: GPM 2.1: Percentage of second grade students reading on or above grade level based on computer adaptive program will increase from 40% to 48% by 2021-2022. **Strategy's Expected Result/Impact:** 48% of 2nd grade students reading on grade level. **Staff Responsible for Monitoring:** District and campus staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	35%	55%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: The campus will implement the district curriculum guide as their main source of instruction for all subject areas and all student populations **Strategy's Expected Result/Impact:** Reading levels, Six Weeks Exams, Benchmarks, STAAR results, TELPAS results **Staff Responsible for Monitoring:** Teachers, Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	50%	70%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: 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 Reading, ELA, Writing, Math, Science, and Social Studies **Strategy's Expected Result/Impact:** Reading levels, Six Weeks Exams, Benchmarks, STAAR results, TELPAS results. **Staff Responsible for Monitoring:** Teachers, Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **Comprehensive Support Strategy**	10%	30%	80%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, 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. **Strategy's Expected Result/Impact:** Reading levels, six weeks tests, benchmarks, STAAR results, TELPAS results **Staff Responsible for Monitoring:** Teachers, Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	10%	25%	50%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Monitor implementation of best instructional practices presented during professional development and all staff training. **Strategy's Expected Result/Impact:** Reading levels, six weeks tests, benchmarks, STAAR results, TELPAS results **Staff Responsible for Monitoring:** Teachers, Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	35%	75%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up.Student Outcome Goal # 1 **Strategy's Expected Result/Impact:** Reading levels, six weeks tests, benchmarks, STAAR results, TELPAS results **Staff Responsible for Monitoring:** Teachers, Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	25%	45%	70%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Softwares, Accelerated Reading, MyOn, Student Portfolios, Sheltered Instruction, and College Readiness Activities. Student Outcome Goal #1, 2, & 3 **Strategy's Expected Result/Impact:** Reading levels, six weeks tests, benchmarks, STAAR results, TELPAS results **Staff Responsible for Monitoring:** Teachers, Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	40%	60%	100%

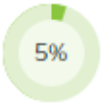
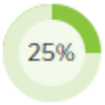
Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: The district will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. **Strategy's Expected Result/Impact:** Reading levels, six weeks tests, benchmarks, STAAR resluts, TELPAS results **Staff Responsible for Monitoring:** Teachers, District Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	15%	30%	55%	100%

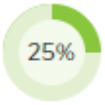
Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Student Outcome Goal #1 **Strategy's Expected Result/Impact:** Reading levels, ISTATION **Staff Responsible for Monitoring:** Teachers, District and Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	25%	60%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Develop an incentive, proactive system to encourage students to come to school regularly and stay in school through enhanced attendance, completion, and dropout prevention efforts. **Strategy's Expected Result/Impact:** Daily, Weekly and six weeks Attendance Percentages **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	25%	50%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Ensure the district/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:** Reading levels, six weeks tests, benchmarks, STAAR results, TELPAS results **Staff Responsible for Monitoring:** Teachers, District and campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	10%	30%	55%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Create more opportunities for students to participate in enrichment programs such as career interest, technology, extracurricular, student clubs, College Readiness Awareness and languages other than English. Student Outcome Goal # 3 **Strategy's Expected Result/Impact:** STAAR results **Staff Responsible for Monitoring:** Teachers, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Student Activity 865 - 865.00.2190.00.112..... - $600.17	5%	30%	55%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: System Safeguards to meet federal accountability requirements will be implemented, monitored, and reviewed for each subject area and or student group where requirements were not met. **Strategy's Expected Result/Impact:** STAAR results **Staff Responsible for Monitoring:** Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**				

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Pay Professional staff to provide tutorials for struggling students. Student Outcome Goals 1,2,3 **Strategy's Expected Result/Impact:** STAAR results, reading levels, TELPAS results, benchmarks, six weeks tests **Staff Responsible for Monitoring:** District and Campus Administrators, Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** Esser282 - ESSER III (282) - $52,310.48				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Students will be rewarded for attending after school and/or Saturday tutorials. **Strategy's Expected Result/Impact:** STAAR results, reading levels, TELPAS results, benchmarks, six weeks tests **Staff Responsible for Monitoring:** Campus Administrators and Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Student Activity 865				

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: The campus will incorporate ACE Program to improve student achievement in the areas of Reading, Writing and Math **Strategy's Expected Result/Impact:** STAAR results, IStation Reading levels, benchmarks, six weeks tests **Staff Responsible for Monitoring:** ACE Coordinator, ACE Director, Campus Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: GPM 1.3: Percentage of Kindergarten students that MEETS grade level quintile MATH score based on computer adaptive program will increase from 10% to 23% by 2021-2022. **Strategy's Expected Result/Impact:** 23% of students will MEET grade level quintile based on computer adaptive program **Staff Responsible for Monitoring:** campus teachers, campus admin, district content director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	15%	45%	100%

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: GPM 1.2: Percentage of 1st grade students that MEETS grade level quintile MATH score based on computer adaptive program will increase from 11% to 22% by 2021-2022. **Strategy's Expected Result/Impact:** 22% of students will MEET grade level quintile on computer adaptive program **Staff Responsible for Monitoring:** campus teachers, campus admin, district content director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	15%	45%	100%

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21: GPM: 1.1 Percentage of 2nd grade students will MEET grade level quintile MATH score based on computer adaptive program will increase from 12% to 22% by 2021-2022. **Strategy's Expected Result/Impact:** 22% of students will MEET grade level quintile on computer adaptive program **Staff Responsible for Monitoring:** campus teachers, campus admin, district content director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	20%	35%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Capt. D. Salinas II Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: Bilingual/ESL: Facilitate K-2 Reading Level Monitoring. Increase educators' awareness of language, literacy, and content interdependence.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Sheltered Instruction Trainings will be provided throughout the year to ensure LEP students get the same opportunities to be successful. **Strategy's Expected Result/Impact:** TELPAS results, LAS results **Staff Responsible for Monitoring:** Campus and District Personnel **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	5%	20%	45%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: District Bilingual Strategist will provide Kagan Structure Training for all teachers throughout the year. Student Outcome Goals 1,2,3 **Strategy's Expected Result/Impact:** TELPAS results, STAAR results, LAS results **Staff Responsible for Monitoring:** Campus and District Personnel **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	0%	25%	45%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Comprehensive Support Strategy Instructional materials will be provided throughout the year for ELL's students. **Strategy's Expected Result/Impact:** TELPAS results, STAAR results, LAS results **Staff Responsible for Monitoring:** Campus and District Personnel **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Bilingual (162) - 162.11.6399..... - $0	30%	50%	65%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Reading and Math Tutoring for Kinder, 1st and 2nd grade students **Strategy's Expected Result/Impact:** IStation Reading K-2, Reasoning Math K-1 and Imagine Math- 2nd **Staff Responsible for Monitoring:** Campus and District Personnel **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Tutoring - Bilingual (162) - $0	20%	50%	55%	→

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

Goal 1: Capt. D. Salinas II Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

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, including Accelerated Reader and myON for grades Pre-K-8th.

Evaluation Data Sources: MyOn purchase, AR purchase, reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Monitor the student usage of MyOn and Renaissance **Strategy's Expected Result/Impact:** Increase in Reading levels **Staff Responsible for Monitoring:** Admin, Librarian **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	30%	50%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 2: Capt. D. Salinas II Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 1: GPM 3.1 The percentage of students in state STAAR assessed content areas achieving MEETS grade level standards will increase from 37% to 40% by 21-22.

HB3 Goal

Evaluation Data Sources: STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Goal 1: Percentage of 3rd grade students that MEET or exceed grade level proficiency on STAAR Math will increase from 35% to 37% by 21-22. **Strategy's Expected Result/Impact:** 37% of students at Meets and/or Masters **Staff Responsible for Monitoring:** District and campus staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	30%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Goal 2: Percentage of 3rd grade students that MEET or exceed grade level proficiency on STAAR Reading will increase from 25% to 30% by 21-22. **Strategy's Expected Result/Impact:** 30% by 21-22 **Staff Responsible for Monitoring:** campus and district staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	25%	55%	

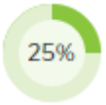
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Goal 3: Percentage of 4th grade students that MEET or exceed grade level proficiency on STAAR Math will increase from 40% to 45% by 21-22. **Strategy's Expected Result/Impact:** 45% by 21-22 **Staff Responsible for Monitoring:** campus and district staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	20%	50%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Goal 3: Percentage of 4th grade students that MEET or exceed grade level proficiency on STAAR Reading will increase from 37% to 40% by 21-22. **Strategy's Expected Result/Impact:** 40% by 21-22 **Staff Responsible for Monitoring:** campus and district staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	25%	50%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Goal 5: Percentage of 5th grade students that MEET or exceeds grade level proficiency on STAAR Math will increase from 42% to 50% by 21-22. **Strategy's Expected Result/Impact:** 50% by 21-22 **Staff Responsible for Monitoring:** campus and district staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	20%	40%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Goal 6: Percentage of 5th grade students that MEET or exceeds grade level proficiency on STAAR Reading will increase from 41% to 43% by 21-22. **Strategy's Expected Result/Impact:** 43% by 21-22 **Staff Responsible for Monitoring:** campus and district staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	25%	40%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Goal 7: Percentage of 4th grade students that MEET or exceeds grade level proficiency on STAAR Writing will increase from 28% to 33% by 21-22. **Strategy's Expected Result/Impact:** 33% by 21-22 **Staff Responsible for Monitoring:** campus and district staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	25%	45%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Goal 8: Percentage of 5th grade students that MEET or exceeds grade level proficiency on STAAR Science will increase from 42% to 43% by 21-22. **Strategy's Expected Result/Impact:** 43% by 21-22 **Staff Responsible for Monitoring:** campus and district staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

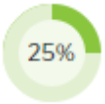
 No Progress Accomplished Continue/Modify Discontinue

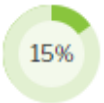
Goal 2: Capt. D. Salinas II Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

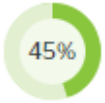
Performance Objective 2: Advanced Academics: Goal/Objective for GT students achieving the MEETS and MASTERS grade level standard on STAAR.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Elementary students will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, and NASA projects of study during (STEAM) Academic Elective periods. Student Outcome Goal #2 and #3 **Strategy's Expected Result/Impact:** Walkthroughs, lesson plans, STAAR performance **Staff Responsible for Monitoring:** Campus admin, Advance Academics Dept. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will be provided opportunities to participate in high level extracurricular activities such as spelling bee, UIL, & Battle of the Books. Student Outcome Goal #2 and #3 **Strategy's Expected Result/Impact:** Lists of participating students **Staff Responsible for Monitoring:** Campus admin, Advance Academic Dept. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: GT Elementary students will participate in summer reading program. Student Outcome Goal #2 and #3 **Strategy's Expected Result/Impact:** List of summer reading books and GT students **Staff Responsible for Monitoring:** Campus admin, Advance Academic Dept. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: G/T identified students are provided the opportunity to accelerate instruction by taking credit by exam/exam for acceleration. Student Outcome Goal #3 **Strategy's Expected Result/Impact:** GT assessment results **Staff Responsible for Monitoring:** Campus admin, Advance Academic Dept. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	20%	35%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide information to parents on G/T through parent meetings at the district level, through district newspaper and through newsletters sent home **Strategy's Expected Result/Impact:** Invitations and sign ins **Staff Responsible for Monitoring:** Campus admin, Advance Academic Dept. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	25%	45%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide G/T instructional resources to supplement instructional programs in all core areas and STEAM courses, when applicable. Student Outcome Goal #2 and #3 **Strategy's Expected Result/Impact:** Lesson plan and walkthrough data **Staff Responsible for Monitoring:** Campus admin, Advance Academic Dept. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 168.11.6399..... - GT (168) - 2310. - $0	30%	35%	50%	100%

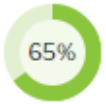
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide incentives for GT students for academic successes and achievements **Strategy's Expected Result/Impact:** Report cards and state assessment results **Staff Responsible for Monitoring:** Campus admin, Advance Academic Dept. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	45%	70%	100%

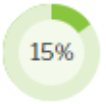
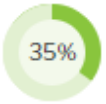
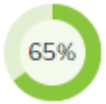
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: Capt. D. Salinas II Elementary 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. 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.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide district and campus training in the area of student behavior (Ex. FBA, BIP, behavior strategies) **Strategy's Expected Result/Impact:** reduction in ISS placements reduction in OSS placements reduction in DAEP placements increase in academic performance **Staff Responsible for Monitoring:** Special Ed teachers, Campus and District Personnel **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide academic support through supplemental resources to special education teachers. **Strategy's Expected Result/Impact:** STAAR results, six weeks tests, benchmark results **Staff Responsible for Monitoring:** Campus and District Personnel **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide district and campus training in the area of accommodations. **Strategy's Expected Result/Impact:** STAAR results, six weeks results, benchmark results **Staff Responsible for Monitoring:** District and campus personnel **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide trainings in the area of assessments and IEPs to address student behavior **Strategy's Expected Result/Impact:** reduction in ISS placements reduction in OSS placements reduction in DAEP placements increase in academic performance **Staff Responsible for Monitoring:** Campus and District personnel **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	50%	60%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. Student Outcome Goal # 1 **Strategy's Expected Result/Impact:** STAAR results, six weeks results, benchmarks results **Staff Responsible for Monitoring:** Campus and district administrators, Special Ed teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	25%	55%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide special transportation for educational field trips for life skills students. **Strategy's Expected Result/Impact:** Student performance **Staff Responsible for Monitoring:** Campus admin, secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - IDEA (224)	0%	0%	0%	→

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Recognize student academic performance. **Strategy's Expected Result/Impact:** Student performance **Staff Responsible for Monitoring:** Campus Admin, secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	25%	55%	100%

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

Goal 2: Capt. D. Salinas II Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 4: 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide staff development for all fine arts staff TMEA conference **Strategy's Expected Result/Impact:** High student outcomes **Staff Responsible for Monitoring:** Fine Arts Dept, campus admin **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Funding Sources:** 199.13.6495..... - Local (199)	0%	0%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Fine Arts staff will provide entertainment for any Parental Involvement meetings at the request of Campus Administrators **Strategy's Expected Result/Impact:** Sign in and performance programs **Staff Responsible for Monitoring:** Campus admin, Fine Arts teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	0%	25%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Fine Arts staff will provide Fine Arts field trips. **Strategy's Expected Result/Impact:** Sign in and performance programs **Staff Responsible for Monitoring:** Campus Admin, Fine Arts Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	0%	0%	0%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide staff development for all fine arts staff TMEA conference **Strategy's Expected Result/Impact:** High student outcomes **Staff Responsible for Monitoring:** Fine Arts Dept, campus admin **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Funding Sources:** 199.13.6495..... - Local (199)	10%	5%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: Capt. D. Salinas II Elementary 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 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.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide students opportunities to take Advanced Placement tests. **Strategy's Expected Result/Impact:** High student outcomes **Staff Responsible for Monitoring:** Admin, Teachers, Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	30%	35%	→

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

Goal 3: Capt. D. Salinas II Elementary 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: CTE: The District will 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide students opportunities to explore different careers at the elementary level **Strategy's Expected Result/Impact:** Career ready students **Staff Responsible for Monitoring:** Admin, Counselor, Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	45%	75%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Capt. D. Salinas II Elementary 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: Special Education: Goal/Objective related to CCMR (IEP completion, workforce readiness)

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide Sped students opportunities to explore different careers at the elementary level **Strategy's Expected Result/Impact:** CCMR Ready **Staff Responsible for Monitoring:** Admin, Counselor, Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	35%	55%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Capt. D. Salinas II Elementary 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: Federal Programs-The district will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA, 90% of federal budgets will be spent.

Evaluation Data Sources: ESSA Application and Compliance Reports

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teacher/Office supplies for classroom teachers and/or office. **Strategy's Expected Result/Impact:** Increase in student performance **Staff Responsible for Monitoring:** District Business office, Campus admin and secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 199.11.6399....., 199.13.6399..., 199.23.6399...., 199.31.6399..... - Local (199) - 199.23.6399.00.112.99.0.00 - $8,165, 164.13.6399.....,164.11.6399.00.112.30.0.00.... - State Comp.(164) - $3,020, 211.11.6399.00.112.24.0.00....Teacher / Office Supplies - Title I (211) - $1,120, 255.13.6399.00.112.24.0.00.....Teacher Training and Principal - Teacher/Principal (255) - $927, 266.11.6399.00.112.24.0.P1 - $1,159.89, 266.11.6399.00.112.24.0.00 - $1,022, 289.31.6399.00.112.11.00 - Title IV 289 - $3,326, 263.11.6399.00.112.25.0.00 - Title III (263) - $8,000, 289.11.6399.00.112.11.0.00 - Title IV 289 - $1,850	30%	50%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Employee Travel including Registration Fees, Transportation, Fees & Dues, and Meals. Assestment conferences (Moses) **Strategy's Expected Result/Impact:** Increase in student performance, CS, music, pe **Staff Responsible for Monitoring:** District Business, campus admin, and teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 255.13.6411.00.112.24.0.00.... - Teacher/Principal (255) - $1,300, 199.23.6495....199.13.6495.../TEPSA fees / TAHPERD fees/TMEA fees - Local (199) - $350, 199.31.6411.00.112.99.0.00...Counselor travel - Local (199) - $600, 289.13.6411.00.112.11.0.00/travel-employee only....Chaperon Entry Fee - Title IV 289 - $200, 199.13.6411.00.112.99.0.00 - Local (199) - $1,500, 199.13.6495.00.112.99.0.00 - Local (199) - $520	20%	40%	65%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Testing Material in English and Spanish. Student Outcome Goal #2 and #3 **Strategy's Expected Result/Impact:** Increase in student performance **Staff Responsible for Monitoring:** Business office, campus admin, teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 199.11.6339.00.112.11.0.00 SSR&Write/ mentoring minds.... - Local (199) - $10,000, 211.11.6339.00.112.24.0.00 education galaxy - Title I (211) - $9,180, 164.11.6339.00.112.30.0.00.... - State Comp.(164) - $5,000	25%	45%	55%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Contracted Services **Strategy's Expected Result/Impact:** Increase in student performance **Staff Responsible for Monitoring:** Business office, campus admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 199.12.6299...Author's Visit - Local (199), 255.13.6291.....Teacher and Principal Training - Teacher/Principal (255)	15%	25%	45%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Operating Leases Copier for Teachers, Office Staff & Library **Strategy's Expected Result/Impact:** Increase in student performance **Staff Responsible for Monitoring:** Business office, campus admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 199.11.6269.00.112.11.0.00.....Teachers - Local (199) - $8,000, 199.12.6269....Library - Local (199), 199.23.6269.....Office Staff office copier - Local (199) - $3,000	20%	35%	50%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Fix Assets **Strategy's Expected Result/Impact:** Increase in student performance **Staff Responsible for Monitoring:** Business office, campus admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 199.23.6395.....Tablet for Principal, radios - Local (199) - $1,000, 199.51.6395 - Local (199)	15%	30%	50%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Reading Material for the library, fees and dues Scholastic Book Fairs **Strategy's Expected Result/Impact:** Increase in student performance/ SWANK authors visit **Staff Responsible for Monitoring:** Campus admin and librarian **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 199.12.6329 - Local (199) - $850, 199.12.6325. - Local (199) - $250, 199.12.6495.00.112.11.0.00 - Local (199) - $200, 199.12.6299.00.112.11.0.00 - Local (199) - $500, 898.00.2190.00.112. - Library Account (898) - $228	15%	30%	50%	100%

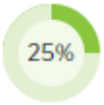
Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Textbook losses **Strategy's Expected Result/Impact:** Textbook Audit **Staff Responsible for Monitoring:** Campus admin and secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	0%	30%	55%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: The campus will provide clothing referrals **Strategy's Expected Result/Impact:** Logs, lists of families, clothing **Staff Responsible for Monitoring:** Campus admin, counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** 211.32.6499.00.112.24.0.00....Clothing Referrals - Title I (211) - $350	40%	55%	60%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: 1. Red Ribbon Week, Anti-Bullying, Fire Prevention Awareness and Child Abuse Awareness and Contracted Services. Ex: Oscar Munoz, Box Out Bulling and Contracted Services: Oscar Munoz, Boxout Bullying 2. Counselor will attend Region One Training. **Strategy's Expected Result/Impact:** Decrease in student referrals **Staff Responsible for Monitoring:** Campus Admin, Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 289.31.6291.... - Title IV 289, 289.31.6399.00.112.11.0.00.... - Title IV 289 - $3,326	40%	50%	60%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide staff with working lunches and pay mileage for campus secretary. **Strategy's Expected Result/Impact:** Increase teacher and student classroom performance. **Staff Responsible for Monitoring:** Principal, Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** 199.23.6499.... - Local (199)	20%	40%	55%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Region One Training for Capt. Daniel Salinas Staff. Teachers Administration Counselor Librarian **Strategy's Expected Result/Impact:** Increase teacher and student classroom performance **Staff Responsible for Monitoring:** Principal, Secretary, Librarian **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 255.13.6239.00.112.24.0.00 - Teacher/Principal (255) - $500, 255.23.6239.00.112.24.0.00..... - Teacher/Principal (255) - $500, 255..31.6239.00.112.24.0.00 - Teacher/Principal (255) - $500	15%	30%	55%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: 13. Door Entry System **Strategy's Expected Result/Impact:** Necessary for the safety of our students. Something to enhance the safety of our campus. **Staff Responsible for Monitoring:** Principal, Secretary, Campus Admin. **Funding Sources:** 199.23.6299..... - Local (199)				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Capt. D. Salinas II Elementary 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: Human Resources: The District will maintain a 100% highly qualified status for the staffing requirements of the ESSA. The District will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%. Human Resources: The District will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Awards and incentives to retain highly qualified teachers. **Strategy's Expected Result/Impact:** Invitations **Staff Responsible for Monitoring:** Campus Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Funding Sources:** 199.23.6498.00.112.99.0.00 - Local (199) - $3,000, 897.00.2190..... - Faculty Account 897 - $156.23, 899.00.2190.00000 - Coke Activity Account 899 - $324.29	10%	40%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Strategy 2 Teacher retention and staff appreciation. **Strategy's Expected Result/Impact:** Misc. Operating expense, Xmas, STAAR, EOY **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** 199.23.6499.00.112.99.0.00 - Local (199) - $2,500	20%	30%	50%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Awards and incentives to retain highly qualified teachers. **Strategy's Expected Result/Impact:** Invitations **Staff Responsible for Monitoring:** Campus Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 **Funding Sources:** 199.23.6498.00.112.99.0.00 - Local (199) - $3,000, 897.00.2190..... - Faculty Account 897 - $156.23, 899.00.2190.00000 - Coke Activity Account 899 - $324.29	15%	25%	70%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Capt. D. Salinas II Elementary 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: Custodial Department will ensure to maintain the building, its premises and the facilities within, keeping them safe and clean.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus custodians will maintain a clean and safe environment. **Strategy's Expected Result/Impact:** Clean and safe campus **Staff Responsible for Monitoring:** Campus admin, custodial dept **Funding Sources:** 199.51.6319..... - Local (199), 199.51.6315.00.112.99.0.00 - Local (199) - $800	20%	40%	65%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The campus will ensure that the security guard will have a working golf cart throughout the year. **Strategy's Expected Result/Impact:** Requisitions for requests **Staff Responsible for Monitoring:** Campus admin, secretary **Funding Sources:** 199.52.6319.00.112.99.0.00 - Local (199) - $500	10%	35%	50%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Strategy 3 The campus will ensure all staff will have necessary Personal Protective Equipment (PPE) **Strategy's Expected Result/Impact:** Requisitions for Requests **Staff Responsible for Monitoring:** Campus Admin, Secretary	40%	70%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Strategy 4 Provide awards and incentives for AR, MYOn or other library functions. **Strategy's Expected Result/Impact:** Awards and incentives / six weeks **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** 199.12.6498.00.112.11.0.00 - Local (199) - $1,000	15%	40%	55%	100%

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

Goal 4: Capt. D. Salinas II Elementary 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 4: Performance Objective 4: Students will be presented with motivational speaker to address bullying, peer pressure, testing strategies to use in exams including STAAR and improve self-esteem.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Strategy 10: Students will be able to attend presentation of motivational speaker (i.e. Oscar Munoz) to address bullying, self-esteem, and STAAR preparation. **Strategy's Expected Result/Impact:** magic show, puppet show, ventricolist **Funding Sources:** 289.11.6299.00.112.11.0.00 - Title IV 289 - $2,000	0%	5%	90%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Capt. D. Salinas II Elementary 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: Nursing/Health Services: The District will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Students health services- eye exams **Strategy's Expected Result/Impact:** Patient referral log/ vision **Staff Responsible for Monitoring:** District Health personnel and campus nurse **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** 211.33.6219.00.112.24.000 vision - Title I (211) - $200	20%	30%	60%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 5: Capt. D. Salinas II Elementary 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: Transportation department : Bus routes on time for-transportation students with 88 bus drivers pick up children every morning goal is to make sure all route have student 15 mins prior to school starts. This is to give student time to eat breakfast. ur gps system will measure all route and time reaching campus. our goal is without incidents. 99.8 %

Evaluation Data Sources: Utilizining our GPS locator divices. this will be our tool to evaluate our time of location stops and measure or time of delivery of student at campuses.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: 1. PK-5th grade students will take local field trips that meet state required TEKS. 2. FIRST LEGO League 3. FIRST LEGO League Jr. **Strategy's Expected Result/Impact:** Increase in student performance **Staff Responsible for Monitoring:** Campus admin, transportation **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** 199.11...Student Entry Fee/ buses - Local (199), 289.11.6494.00.112.11.0.00.....transportation expenditure - Title IV 289 - $550, 289.11.6412.00.112.11.0.00.....Lego League, stu meal,reg fee - Title IV 289 - $1,300	5%	10%	20%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: 2) PK-5th grade students will take local walking field trips that meet state required TEKS. **Strategy's Expected Result/Impact:** Increase in student performance **Staff Responsible for Monitoring:** Campus Admin., transportation **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	5%	15%	→

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

Goal 5: Capt. D. Salinas II Elementary 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: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 95.6 for all students.

Evaluation Data Sources: TAPR report/PBMAS

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify and provide RTI, tutoring, counseling, and school/community resources to homeless students. **Strategy's Expected Result/Impact:** High student outcomes **Staff Responsible for Monitoring:** Campus and District Admin **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	45%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Formation of campus based attendance committee **Strategy's Expected Result/Impact:** Sign ins and agendas **Staff Responsible for Monitoring:** Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	30%	70%	90%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Follow district written protocol to address truancy and attendance trends. **Strategy's Expected Result/Impact:** Attendance Percentages **Staff Responsible for Monitoring:** Campus admin, Attendance Clerk **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	30%	50%	70%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Ensure campuses inform parents on attendance rules, credit denial, promotion and truancy **Strategy's Expected Result/Impact:** Attendance Percentages **Staff Responsible for Monitoring:** Campus admin, Attendance Clerk **Schoolwide and Targeted Assistance Title I Elements:** 2.6	30%	40%	75%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Campus Incentive Program for attendance, good behavior and Honor Roll, Community participation. **Strategy's Expected Result/Impact:** Attendance Percentages, Decrease in student referrals, Honor Roll, Donations to Pasta for Pennies. End of the year awards **Staff Responsible for Monitoring:** Campus personnel **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** 199.11.6498.00.112.11.0.00.... - Local (199) - $3,000, 865.00.2190..... - Student Activity 865	25%	35%	50%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Students will be rewarded for AR achievements and Battle of the Books. a. Barnes & Noble Field Trip **Strategy's Expected Result/Impact:** Increase in AR participation, EOY, AR field trip, food **Staff Responsible for Monitoring:** Campus admin, secretary, librarian **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** 199.12.6498... - Local (199), 199.12.6412.00.112.11.0.00..... - Local (199) - $700, 199.12.6494.00.112.11.0.00.....fieldtrip buses - Local (199) - $300, 199.12.6329.....AR - Local (199), 199.12.6499.00.112.11.0.00 - Local (199) - $200	25%	40%	50%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Capt. D. Salinas II Elementary 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: Physical Education: The District will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE

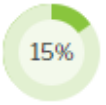
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Collect fitness data for all students at all campuses enrolled in PE/Health using FITNESSGRAM. **Strategy's Expected Result/Impact:** Fitness Gram pre and post results **Staff Responsible for Monitoring:** Campus admin, District personnel, PE Coach **Schoolwide and Targeted Assistance Title I Elements:** 2.5	20%	30%	45%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health at all elementary campuses **Strategy's Expected Result/Impact:** Fitnessgram pre and post results **Staff Responsible for Monitoring:** Campus admin, District personnel. PE coach **Schoolwide and Targeted Assistance Title I Elements:** 2.5	25%	30%	45%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. **Strategy's Expected Result/Impact:** Class rosters, master schedule **Staff Responsible for Monitoring:** Human Resource personnel, campus admin **Schoolwide and Targeted Assistance Title I Elements:** 2.5	50%	70%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Maintain up-to-date PE/Health timelines in online Curriculum Collaborative aligning state standards and district-adopted curricula. **Strategy's Expected Result/Impact:** Lesson plans, walkthroughs **Staff Responsible for Monitoring:** Campus admin, PE Coach **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Maintain a Coordinated School Health program through four annual SHAC (Student Health Advisory Committee) meetings that include multiple departments and community members. The committee will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. **Strategy's Expected Result/Impact:** rosters, sign in's and agendas **Staff Responsible for Monitoring:** Campus admin, District admin **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Capt. D. Salinas II Elementary 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: Technology: Students K-8th grades will learn about digital citizenship and cyberbullying using online curriculum.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Maintain the operation of iPads for Administrators **Strategy's Expected Result/Impact:** Billing **Staff Responsible for Monitoring:** Campus admin, secretary **Funding Sources:** 199.51.6256..... - Local (199)	5%	20%	45%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Incorporate technology applications into classroom lessons to enhance digital learning. **Strategy's Expected Result/Impact:** technology integration in the classrooms **Staff Responsible for Monitoring:** admin, teachers, computer lab **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	40%	60%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Use Instructional Technology programs to enrich students learning. Ex: Istation, Blue Print, Imagine Math, Stem Scopes, Learning.Com **Strategy's Expected Result/Impact:** Program Enrichment **Staff Responsible for Monitoring:** admin, teachers, computer lab **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	45%	55%	70%	→

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

Goal 5: Capt. D. Salinas II Elementary 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: Migrant: The District will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%

Evaluation Data Sources: PBMAS & STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Determine individual needs for instructional and support services that will: Identify available resources and make referrals to address said needs such as WIC, HEP, dropout prevention program;Coordinate with the entities to ensure that the child has access to the appropriate services; and follow-up to monitor and document progress **Strategy's Expected Result/Impact:** Student performance and STAAR student outcomes **Staff Responsible for Monitoring:** Campus and District Admin, Migrant Tutoring Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.6	15%	25%	50%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide school supplies and clothing (uniforms, under garments, shoes and jackets when necessary. **Strategy's Expected Result/Impact:** Vouchers **Staff Responsible for Monitoring:** Migrant district personnel and campus counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.6	25%	50%	70%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide support services to migrant students in all grade levels participating in the before and after school tutorial program to include nutritionally approved snacks and instructional supplies and adequate staffing. **Strategy's Expected Result/Impact:** Student performance and STAAR student outcomes **Staff Responsible for Monitoring:** District Migrant Dept, Campus Admin, Transportation, Child Nutrition Dept. **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Migrant (212) - 212.11.6118... - $0	30%	45%	65%	100%

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

Goal 5: Capt. D. Salinas II Elementary 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 7: S.T.E.A.M.: The STEAM program will foster curiosity, creativity, and critical thinking through meaningful and relevant learning experiences that will lead to increased academic success.

Evaluation Data Sources: Community Performances, Project Based Learning Showcasing Events, and Interscholastic Competitions

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide professional development to STEAM teachers on the integration of STEAM Models **Strategy's Expected Result/Impact:** Professional Development will increase teacher capacity which will lead to inspiring and significant teaching. **Staff Responsible for Monitoring:** District Personnel, Arts Facilitator, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **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 **Funding Sources:** Professional Development - Title IV 289	20%	35%	65%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Support STEAM teachers with instructional resources that will lead to meaningful and relevant learning experiences . **Strategy's Expected Result/Impact:** This strategy is expected to engage students with learning, inspire creativity, foster critical thinking which will also lead to a safe and nurturing environment. **Staff Responsible for Monitoring:** District Personnel, Arts Facilitator, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Funding Sources:** STEAM - Title IV 289 - 211.11.6399..../ 389.11.6495... - $1,450	15%	35%	65%	→

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

Goal 6: Capt. D. Salinas II Elementary 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: Parental and Family Engagement Department: The District 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.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Review, revise, and disseminate parental involvement policy with parents in accordance with Title I requirements. **Strategy's Expected Result/Impact:** Sign Ins and agendas **Staff Responsible for Monitoring:** Campus Admin, Parent Center **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	10%	40%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Review, Revise, and implement, school /parent compacts at each campus to develop a strong school/family partnership. **Strategy's Expected Result/Impact:** Sign Ins and agendas **Staff Responsible for Monitoring:** Campus Admin, Parent Center **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	15%	30%	60%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Strengthen families through education in health, fitness, and nutrition by incorporating the School Health Advisory Council (SHAC). **Strategy's Expected Result/Impact:** Sign Ins and agendas **Staff Responsible for Monitoring:** Campus Admin, Parent Center **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.1, 3.2	15%	40%	65%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Identify and provide assistance and support to parents of struggling students so they may improve in areas of academics, attendance, and discipline. **Strategy's Expected Result/Impact:** Sign Ins and agendas **Staff Responsible for Monitoring:** Campus Admin, Parent Center **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.1, 3.2	15%	30%	55%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Build parents' capacity by providing them with training and workshops in a variety of topics throughout the year such as: Nutrition classes, computer classes, ESL classes, GED classes, parent workshops, Math Symposium, etc. **Strategy's Expected Result/Impact:** Sign Ins and agendas **Staff Responsible for Monitoring:** Campus Admin, Parent Center **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2	25%	30%	55%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide parents with information on Title I program and requirements at the campus level. **Strategy's Expected Result/Impact:** Sign Ins and agendas **Staff Responsible for Monitoring:** Campus Admin, Parent Center **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.1, 3.2	25%	35%	55%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide parental involvement meetings to disseminate information on: Student achievement, school performance, curriculum programs, federal program requirements, parents' rights, and needs assessments for Title I Programs. **Strategy's Expected Result/Impact:** Sign Ins and agendas **Staff Responsible for Monitoring:** Campus Admin, Parent Center **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.1, 3.2 **Funding Sources:** 211.61.6499.00.112.24.0.00..... - Title I (211) - $200	5%	25%	55%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Recognize parent volunteers for their service and support throughout the year. **Strategy's Expected Result/Impact:** Invitations **Staff Responsible for Monitoring:** Campus Admin, Parent Center **Schoolwide and Targeted Assistance Title I Elements:** 3.2	10%	35%	55%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide supplies, materials, and technology resources to parent centers to implement parental involvement initiatives throughout the year. **Strategy's Expected Result/Impact:** Requisitions **Staff Responsible for Monitoring:** Campus Admin, Parent Center **Schoolwide and Targeted Assistance Title I Elements:** 3.2	15%	30%	70%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

Bilingual (162)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	3		162.11.6399.....	$0.00
1	2	4	Tutoring		$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	164.13.6399.....,164.11.6399.00.112.30.0.00....		$3,020.00
4	1	3	164.11.6339.00.112.30.0.00....		$5,000.00
				Sub-Total	$8,020.00
				Budgeted Fund Source Amount	$8,020.00
				+/- Difference	$0.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	1	199.13.6495.....		$0.00
2	4	4	199.13.6495.....		$0.00
4	1	1	199.11.6399....., 199.13.6399..., 199.23.6399...., 199.31.6399.....	199.23.6399.00.112.99.0.00	$8,165.00
4	1	2	199.23.6495....199.13.6495.../TEPSA fees / TAHPERD fees/TMEA fees		$350.00
4	1	2	199.31.6411.00.112.99.0.00...Counselor travel		$600.00
4	1	2	199.13.6495.00.112.99.0.00		$520.00
4	1	2	199.13.6411.00.112.99.0.00		$1,500.00
4	1	3	199.11.6339.00.112.11.0.00 SSR&Write/ mentoring minds....		$10,000.00
4	1	4	199.12.6299...Author's Visit		$0.00
4	1	5	199.11.6269.00.112.11.0.00.....Teachers		$8,000.00
4	1	5	199.12.6269....Library		$0.00
4	1	5	199.23.6269.....Office Staff office copier		$3,000.00
4	1	6	199.23.6395.....Tablet for Principal, radios		$1,000.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	6	199.51.6395		$0.00
4	1	7	199.12.6329		$850.00
4	1	7	199.12.6325.		$250.00
4	1	7	199.12.6299.00.112.11.0.00		$500.00
4	1	7	199.12.6495.00.112.11.0.00		$200.00
4	1	11	199.23.6499....		$0.00
4	1	13	199.23.6299.....		$0.00
4	2	1	199.23.6498.00.112.99.0.00		$3,000.00
4	2	2	199.23.6499.00.112.99.0.00		$2,500.00
4	2	3	199.23.6498.00.112.99.0.00		$3,000.00
4	3	1	199.51.6319.....		$0.00
4	3	1	199.51.6315.00.112.99.0.00		$800.00
4	3	2	199.52.6319.00.112.99.0.00		$500.00
4	3	4	199.12.6498.00.112.11.0.00		$1,000.00
5	2	1	199.11...Student Entry Fee/ buses		$0.00
5	3	5	199.11.6498.00.112.11.0.00....		$3,000.00
5	3	6	199.12.6498...		$0.00
5	3	6	199.12.6412.00.112.11.0.00.....		$700.00
5	3	6	199.12.6494.00.112.11.0.00.....fieldtrip buses		$300.00
5	3	6	199.12.6329.....AR		$0.00
5	3	6	199.12.6499.00.112.11.0.00		$200.00
5	5	1	199.51.6256.....		$0.00
				Sub-Total	$49,935.00
				Budgeted Fund Source Amount	$46,935.00
				+/- Difference	-$3,000.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	211.11.6399.00.112.24.0.00....Teacher / Office Supplies		$1,120.00
4	1	3	211.11.6339.00.112.24.0.00 education galaxy		$9,180.00
4	1	9	211.32.6499.00.112.24.0.00....Clothing Referrals		$350.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	1	211.33.6219.00.112.24.000 vision		$200.00
6	1	7	211.61.6499.00.112.24.0.00.....		$200.00
				Sub-Total	$11,050.00
				Budgeted Fund Source Amount	$11,050.00
				+/- Difference	$0.00

IDEA (224)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	6			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	255.13.6399.00.112.24.0.00.....Teacher Training and Principal		$927.00
4	1	2	255.13.6411.00.112.24.0.00....		$1,300.00
4	1	4	255.13.6291.....Teacher and Principal Training		$0.00
4	1	12	255.23.6239.00.112.24.0.00.....		$500.00
4	1	12	255..31.6239.00.112.24.0.00		$500.00
4	1	12	255.13.6239.00.112.24.0.00		$500.00
				Sub-Total	$3,727.00
				Budgeted Fund Source Amount	$3,227.00
				+/- Difference	-$500.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	263.11.6399.00.112.25.0.00		$8,000.00
				Sub-Total	$8,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$8,000.00

Student Activity 865					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	14		865.00.2190.00.112.....	$600.17
1	1	17			$0.00
5	3	5	865.00.2190.....		$0.00
				Sub-Total	$600.17
				Budgeted Fund Source Amount	$600.17
				+/- Difference	$0.00

Coke Activity Account 899					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1	899.00.2190.00000		$324.29
4	2	3	899.00.2190.00000		$324.29
				Sub-Total	$648.58
				Budgeted Fund Source Amount	$324.29
				+/- Difference	-$324.29

Faculty Account 897					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	2	1	897.00.2190.....		$156.23
4	2	3	897.00.2190.....		$156.23
				Sub-Total	$312.46
				Budgeted Fund Source Amount	$156.23
				+/- Difference	-$156.23

Library Account (898)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	7	898.00.2190.00.112.		$228.00
				Sub-Total	$228.00
				Budgeted Fund Source Amount	$228.00
				+/- Difference	$0.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1	289.11.6399.00.112.11.0.00		$1,850.00
4	1	1	289.31.6399.00.112.11.00		$3,326.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2	289.13.6411.00.112.11.0.00/travel-employee only....Chaperon Entry Fee		$200.00
4	1	10	289.31.6291....		$0.00
4	1	10	289.31.6399.00.112.11.0.00....		$3,326.00
4	4	1	289.11.6299.00.112.11.0.00		$2,000.00
5	2	1	289.11.6412.00.112.11.0.00.....Lego League, stu meal,reg fee		$1,300.00
5	2	1	289.11.6494.00.112.11.0.00.....transportation expenditure		$550.00
5	7	1	Professional Development		$0.00
5	7	2	STEAM	211.11.6399..../ 389.11.6495...	$1,450.00
				Sub-Total	$14,002.00
				Budgeted Fund Source Amount	$7,376.00
				+/- Difference	-$6,626.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	16	Esser282		$52,310.48
				Sub-Total	$52,310.48
				Budgeted Fund Source Amount	$52,310.48
				+/- Difference	$0.00
				Grand Total Budgeted	$130,227.17
				Grand Total Spent	$148,833.69
				+/- Difference	-$18,606.52

Donna Independent School District

P.S. Garza Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

P. S. Garza Elementary School, in partnership with its children, families, community, and Donna Independent School District, guarantees each child a superior education by providing quality instruction and challenging learning experiences in a safe and orderly environment which will foster life-long learning and responsible citizenship.

Vision

Modeling excellence and inspiring students to learn, perform, and excel.

Value Statement

"Every student matters, every moment counts!"

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- Goal 1: Patricia S. Garza Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. 27
- Goal 2: Patricia S. Garza Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase. 33
- Goal 3: Patricia S. Garza Elementary will create an instructional environment that will enhance the learning and academic performance of all students and create an awareness in order to increase the percentage of graduates demonstrating college/career/military readiness when they reach the high school level. 43
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Comprehensive Needs Assessment

Revised/Approved: June 18, 2021

Demographics

Demographics Summary

Demographic Summary

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

1. What do enrollment numbers indicate?

There was a change in the number of students enrolled in our campus this year. As per snapshot on 10/27/17 we had 606 students. This years snapshot was on 10/26/18 there were 625.

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

At Garza, as per TAPR 2018-2019 we served 625 students. 0 white and 625 Hispanics:

PK-86 , K-72, 1st- 82, 2nd-86, 3rd- 103, 4th- 104, 5th- 92

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

•Population increased depending on grade level
•GT population decreased from 8 to 6.
•Sped. Population increased from 44 to 52 students.

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

• Bil. Program 520 students

• Special Ed. 52 students

• G. T. 6 students

In the Bilingual program we serve what is expected due to the number of Hispanics that live in this area. In the Sp. Ed program we increased from 44 to 52 students. We decreased

from 8 to 6 GT students this school year.

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

Numbers are consistent throughout the years with the exception of our GT and special ed. populations.

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

The trend has been to exit students from the Bilingual program in 3rd, 4th and 5th grade when they have met state expectations by passing the STAAR and they get a TELPAS score of Advanced High in Reading, Writing, Listening, and Speaking. However, with the new adopted Bilingual Model our plan has changed to exiting students in the earlier grade levels when they meet the TELPAS criteria.

18-19- 1st yr. follow ups = 0

2nd yr. follow ups =0

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

•Bilingual

•Retainees

•At-Risk- 525 students

•McKinney Vento Student

•STAAR – Not Met Standards

•Pre-K-2nd – Not Meeting Standards on Circle, I-station

•Foster Kids

8. Who are our Migrant students?

Migrant students are those whose parents relocate for any period of time during the year to work. We have a total of students---------

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

The mobility rate for 17-18 according to the Texas Academic Performance Report was 20.7% at the campus level which is 112 students. The mobility rate at the district level was 18.2%

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

The majority of our school community come from rural poverty stricken areas.

11. What are the staff demographics?

•Teachers: 35.3

•Para- professionals: 15.0

•Administrators: 2.9

•Professional Support: 6.6

•Counselors: 2

•Librarian: 1

•Nurses: 1

•Nurse Asst. 1

•Security: 1

•Clerks: 2

•Secretary: 1

•Cafeteria Staff: 6

•Custodians: 5

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

Texas Academic Report 2018-19 indicates the following

Class Size Average by Grade

KG 17.9, 1st -18.5 2nd -20.5, 3rd -16.6, 4th -20.3, 5th -22.4

With a high percentage of At-Risk students, it will be beneficial to maintain the teacher/student ratio in order to improve performance. teacher/student ratio was slightly higher than the state.

•Findings/Analysis Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school.

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

Teachers are fully certified with a bilingual certification with the exception of 5 teachers. Six teachers hold a Master's Degree. All paraprofessionals hold at least 45 college hours, para's who don't have to pass a district assessment provided by Human Resources.

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

Data shows an overall slight increase in 3rd grade Reading and Math 2018-2019. Data shows Reading stayed the same in approaches, 7% increase in meets, and a 5% increase in Masters. Math 12% increase in Approaches, 8% decline Meets, 5% increase Masters. Fourth grade data shows a decline Reading and Math. Reading a 1% increase in Approaches, 2% decline Meets, and a decline of 4% Masters. Fourth Grade Writing 7% decline from 17-18 to 18-19 in Approaches, 13% decline in Meets and 3% increase in Masters. Data for Fifth grade Reading and Math had an overall decline. Reading had 8% decline in Approaches, 9% decline in Meets, and 3% decline in Masters. Fifth grade Math had 3% gains in Approaches, Meets 3% decline, Masters 5% decline. 5th grade Science 17% decline in Approaches from 17-18 to 18-19, 2% increase in Meets and 2% incrrease in Masters.

15. Demographic Strengths Data Source

1. Having a computer lab for RTI -Special program participation/reports

2. Intervention -STAAR, RTI, I-station, Imagine Math(TTM)2nd -5th, Reasoning Mind PreK-1st, MyON, Reading A-Z/RazKids, StemScopes, BrainPop

3. Migrant Tutorials -STAAR, RTI, I-station, Imagine Math(TTM)

4. Guided Reading Groups – I-station Reports, Reading A-Z/RazKids

5. Outside tutor - Test Scores

6. ACE Program- Flocabulary, tutor support-Homework

16. Demographics Needs Data Source

1. We need to continue with the Spanish, Writing, Reading, Science, and Migrant tutors for 3rd – 5th for our ELL's -RTI & ELL students.

2. Due to our high number of at-risk students we need additional parental involvement –refer to At-risk report.

3. Provide monies/incentives to increase number of academic achievement, behavior and attendance -Attendance records and A&B reports.

*Incentives for 1st- 5th SW incentives: perfect attendance, honor roll, behavior.

*EOY incentives: trophies for all grade levels for honor roll, perfect attendance, GT

Demographics Strengths

Demographic Strengths

- Patricia S. Garza Elementary has had roughly around the same number of enrollments (500-600 students) every year. In addition, the same demographics when it comes to the populations that are being served which is typically low social economic and at risk students. The campus has a strong foundational perspective of the population it is serving, an it can determine what needs are going to be consistently needed every year. Whether it is finding funding for budgeting to allocate for the needs of the students, more resources and incentives to promote student progress, the campus is at an advantage of knowing who exactly they are serving.
- The campus notes and tracks attendance to monitor the success rate of at risk students. This is typically of crucial importance because at risk students make up 93.76% of the school population.
- Students in all special programs are closely monitored through TIER evaluations where adjustments to the students' education delivery is done effectively to ensure their success.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement 1: Students at Patricia S. Garza accumulate a high rate of absences throughout the school year. **Root Cause:** Parents are not being held accountable and simply not educated on the correlations between higher absences equal to a high probability that the student will fail.

Problem Statement 2: Problem Statement 2: Teacher/Student Ratios are not meeting the needs of students. **Root Cause:** Allocate budget for hiring additional staff is not being made and there is no sense of urgency to lower down the number of students being allocated in the classrooms. Not only is there a need to provide that extra support due to the ratios on campus, but for the special needs students as well. Being that the case loads increased this past year, we can say with ease that the campus is not meeting state recommended ratios.

Student Learning

Student Learning Summary

1. How is the student achievement data disaggregated?

According to the ISTATION EXECUTIVE SUMMATIVE REPORT from September 2019 to March 2020:

-The student achievement data is disaggregated in two categories, each one with their respective subcategories, as shown below:

EARLY READING (Pre-Kinder, Kinder, Ist, 2nd and 3rd grade)

*Listening comprehension, Letter Knowledge, Phonemic and Phonological Awareness, Alphabetic Decoding, Comprehension, Vocabulary reading Comprehension, Written Communication

ADVANCED READING (4th and 5th grade)

*Comprehension, Word Analysis, Vocabulary, Reading Comprehension

According to the ENGLISH READING, SPANISH READING AND MATH BUNDLES TESTS:

-The student achievement data is disaggregated in three categories:

* A-Approaches

* M- Meets

* Ma- Masters

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

Evidence is found in district curriculum. District curriculum clearly states which TEKS are being targeted for the week as weekly objectives and are spiraled throughout the year. Teachers are attendings TEKS clarification meetings every six weeks.

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

Students are showing limited growth in bundle tests, Imagination Math, and Istation.

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

Comparing the English Istation results, grades pre k through 5th showed growth on most grade levels and only 4th and 5th grade remained constant. While on English reading bundles only one grade level (4th) showed a decrease and the rest showed limited growth. Comparing the Spanish Istation results all grade levels pre-k through 5th grade showed growth

along with the Spanish bundles throughout pre-k through 5th grade. Comparing kinder through 5th grade bundles all grade levels showed growth as well as imagination math from 1st through 5th. (Double the numbers minimum, the rate of increase could not be determined based on info provided.)

5. Which students are making progress? why?

The ELL students are showing limited growth as they are closing the gap with all student Bundle test, Istation, and Imagination Math. Non LEP students are showing limited growth progress.

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

Programs such as Istation, Imagination Math have helped students show some success. These programs adapt to student needs by administering adaptive assessments by adjusting to student skill level. Once student reaches masters concept, program will add/teach new concepts.

7. What does the longitudinal student achievement data indicate?

Students at P.S. Garza Elementary have shown limited growth as they close the gaps in regard to Istation reading levels and Imagine Math benchmarks. This growth, although limited, has shown some gains in reading levels that are pertinent to success in upcoming state assessments.

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

In the area of Math and Reading, ELLS and NON LEP had the same constant growth in both areas.

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

The ELL and NON LEP students are showing limited constant in the areas on Math and Reading.

10. Which students are making annual progress? Which ones are making projected growth? Who are these students? How does this data compare across program, content areas, subgroups, etc?

Reading and Math, has shown little to no gains for all grades for comprehensive benchmarks for the current school year 2019-2020.Writing testing was combined with the reading.

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

The scope and sequence of the district curriculum is well designed and directly aligned to meet state standards (TEKS). It is continuously being modified to ensure compliance with changes that are forthcoming from the state. The curriculum provides specific lesson plans with the required materials and resources all aligned to the TEKS.

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

Teachers analyze testing results, comparing data to those with in the same grade level throughout the district. Teachers and Administration would then identify lowest TEKS to Spiral into current six weeks. Teacher would then administer weekly assessments to ensure mastery of problematic TEKS. Students struggling to master concept then regrouped into small group for intervention.

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

The overall Istation data shows that the students had little or no progress across all grade levels. Based on the Math Bundle Scores, the data shows progress in 1st, 2nd, and 4th grades.

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

Our curriculum, instruction and assessment are aligned to the 21st Century Learning skills by creating a curriculum using the TEKS,(Texas Essential Knowledge and Skills), one that is student centered and focuses on student success. There is evidence that assessments are aligned with clearly specified and appropriate achievement expectations. The benchmark assessments are developed by the school district and the STAAR is developed by the State of Texas. There is software available for Math, Reading, and Science. The students have the following programs, Istation for pre-k thru 5th grade, Pre-k thru 1st grade, and Imagine Math for 2nd thru 5th grade. Science has the Stem-Scopes program, plus Learning.com. The programs available in our technology department reinforce what the students learns in the classroom. The programs show student's usage, growth, and is monitored on a monthly basis. The software programs are used to assess and measure student progress in all grade levels. The design of the network is user friendly and it provides tutorials. In this manner, technology is supporting curriculum, instruction, and assessment integration.

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

Teachers analyze testing results, comparing data to those with in the same grade level throughout the district. Teachers and Administration would then identify lowest TEKS to Spiral into current six weeks. Teacher would then administer weekly assessments to ensure mastery of problematic TEKS . Students struggling to master concept then regrouped into small group for intervention.

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

Planned and purposeful instruction that addresses the needs of students is reflected in the teacher lesson plans and in the delivery of instruction in the classroom. Students are first engaged in a whole group instruction setting through discussion, participation and hands on activities with the implementation of the 5E model and Gradual Release Approach. Learning centers and cooperative groups are then used to give students multiple opportunities to practice the concepts that have already been taught. Most teachers use higher order thinking skills/depth of knowledge which allows for a full rigorous instruction. Sheltered instruction is also utilized in order to assist teachers to better instruct the ELL population.

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

Teachers develop a planned and purposeful instruction that addresses the needs of the students is reflected in the teachers clear and well-organized lesson plans and in the delivery of instruction in the classroom. Students are first in a whole group instruction setting through discussion, participation, and hands on activities with the implementation of the 5E model and gradual release approach. Learning centers and cooperative groups are then used to give students multiple opportunities to practice the concepts that they have already been taught and are learning. Most teachers use higher order thinking skills/ depth of knowledge which allows for a full rigorous instruction. Sheltered instruction is also utilized in order to assist teacher to better instruction the ELL population. Teachers consistently checking for understanding, give immediate feedback, and make lesson plan adjustments, as necessary.

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

District created assessments (bundle tests, Reading Readiness test) are aligned and linked to the Texas Essential Knowledge and Skills. Benchmarks (release test) prove to be accurate in predicting what students will score on state assessments. Bundle assessments provide the data that guides teacher's instruction in the classroom. Most importantly, although students have individual needs, assessments provide a reflection of the instruction being provided in the classroom. Teachers also create their own formal and informal assessments to provide a better picture of students' needs.

19. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?

Donna Independent School District creates bundles, six-weeks tests, and diagnostic tests which are aligned with the TEKS (Texas Essential Knowledge and Skills). Assessments contain skills which are spiraled continuously though out the year. Students that require accommodations are provided with such accommodations to meet their individual needs. Some students were not tested in their home language which made it difficult for students to understand in the areas of math.

20. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusion about achievement?

Assessments are extremely important to providing a comprehensive and representative sampling of student performance. There are many different assessments that measure the growth the students have accomplished. They are given classroom exams both written and oral, use computer programs, district bundle tests, standardized tests that allow teachers to understand where the student's growths and needs.

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

Students are provided the following programs to enhance their learning: Istation, Imagine Math, Stemscopes, Learning.com, Starfall, MyOn, Raz-kid, Reading A-Z, Code.org, Students also have access to computers in their classrooms, library and computer labs.

22. What is the technology proficiency for staff and students? (*School Process & Demographics)

Teachers have and student have a limited proficiency in technology at home based on demographic area, income, community. Internet has not yet reached many areas in which our

students reside. Unstable internet, provided though cell phone, is still a challenge for many families. Technology is still an issue at the campus level due to computer to student ratio, thus creating lack of practice and expectations.

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

There are some barriers that may prevent the effective use of technology. For example, lack of technology resources, such as, I pads, clickers, new laptops or computers, eno board, smartboard. due to update computer OS update. Another barrier is few professional development trainings. Currently teachers are undergoing technology training for google classroom apple trainings, seesaw, shadow puppet, etc. due to COVID-19 .

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

Some types of technology for professional development were:

· Varieties of webinars (Atomic Learning, Edmodo, ClassDojo, Clever, Google Classroom, etc.)

· Istation

· Imagine Math

· Science (Stemscope)

· Technology

· Writing Developments

Technology for professionals also depends on the elected developments for each staff member. Some professional joined more trainings compared to others. For some professionals it depends on the subject taught. As for the impact on students; it would be contingent on their grade level and the programs used for each grade. Educator's become knowledgeable as to the technical programs' students are utilizing, which are TEKS aligned.

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

Technology is used thru all content areas, Reading, Math, Science and Social Studies, through computer programs, teacher used technology in the classroom and home-based computer program through district school web page on the clever web page.

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

Applications are easily accessible from home through clever. Although one of many obstacles students face is the lack of internet based on location and on hand technology to implement usage district programs.

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

Teachers have access to assessment reports through Eduphoria. Teachers use reports to differentiate individual student needs. Teachers have access to share point, which is the districts online curriculum portal.

Student Learning Strengths

Student Learning Strengths

- Pre-K 4 had IPAD to help with Istation and Imagination math time usage.
- Majority of time Istation did identify correct reading level of students.
- Multiple opportunities to log into Istation, and Imagination Math during the week.
- Students had access to the library and lab computers in the morning, during lunch, and in the classroom.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: * Problem Statement 1: More student access to computers. Computer lab shut down due to testing(Telpas, BOY, MOY, EOY) **Root Cause:** Lack of computers for students use during testing.

Problem Statement 2: * Problem Statement 2: Istation sometimes is not truly reflective of students' Guided reading level. **Root Cause:** Depending on the situation, a student can score higher on Istation reading level, yet student is at a different level based on teacher's running record.

Problem Statement 3: * Problem Statement 3: Lack of adequate/reliable headphones. **Root Cause:** The quality of headphones being used, ultimately broke throughout the year and were not replaced. Either one side of the head was working, or it was the headphone jack.

Problem Statement 4: * Problem Statement 4: Lack of transitional time between testing groups. Testing was rushed due time schedule. **Root Cause:** Classes scheduled back to back.

Problem Statement 5: * Problem Statement 5: Students need to be trained with usage of Istation prior to assessment. **Root Cause:** Students at the lower level have little to no experience with the program being used to access reading levels.

School Processes & Programs

School Processes & Programs Summary

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

Follow-up data regarding teacher performance is provided to teachers on STRIVE. Teachers can access STRIVE at any time and review information regarding walkthroughs and formal evaluations made by principals or other administrative staff. Strategists also provide teachers with suggestions that can be incorporated in a lesson based on an observation that was conducted.

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

A look at qualifications is considered before recruiting an individual. One on one interviews are also conducted. Our district participates at job fairs but it is mainly performed by the HR department.

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

Staff attendance rate is 97%. Retention rate is 94%. Turnover rate is 5%

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

P.S. Garza has highly qualified personnel that help meet the needs of the highest need students. At P.S. Garza, there are 47 professionals including administration. Of the 47, ten possess Master's Degree. All 37 teachers have their Bachelor's Degree and 25 are bilingual certified. There are 17 para-professionals and 9 possess a Bachelor's Degree. Of the nine, one possesses a Master's Degree. P.S. Garza has highly qualified personnel that help meet the needs of the highest need students.

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

The teacher mentor program is used for all new teachers. Teachers are assigned a teacher mentor from their grade level. These teacher mentors are required to participate in a Region One training or depending on the Alternative Certification Program they must fulfill the necessary requirements. This teacher mentor program is important for beginning teachers because it provides them with an extra resource to help them provide an effective instruction.

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

Professional development is provided for new staff. Campus administrators offer their support in anything that may be needed. Staff is offered to observe and learn from others within the campus or another campus if needed.

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

At Patricia S. Garza we have implemented various systems to build capacity and support for both staff and students. Our goal is to ensure each student is future ready and community strong.

For staff:

- District provides on going professional development to re-energize sustainability
- Collaborate Team focus on a PLC model
- Staff meeting once a month
- Monitoring student growth monthly
- Using engagement strategies

For students:

- A goal setting trackers
- 5 B's model
- Celebrations for meeting goals
- Continues support daily

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

Students' test scores have helped decide the training needed for school staff on different subjects. Teachers are able to participate in professional development training to enhance their knowledge on state mandated assessments for students like STAAR and TELPAS. Training to use online media like Edmodo, is based on the need for communication with parents and enhance student learning.

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

-Data scores in exams (bundles, staar tests)

-New to grade level

-Subjects taught

-Behavior problems

-Classroom observations

-Same structure across the grade level

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

Donna I.S.D sends staff to trainings, such as Telpas, Staar, IStation, Writing, Math, and Guided Reading, that is required. Professional development provides staff opportunities to continue training for the purpose of advancing in the education field. Professional development trainings cater to classroom setting approaches and technological skills that staff can use to adapt to current trends. For example, the effects of COVID-19 have allowed staff to utilize computer applications to teach their students on a regular basis to continue the fiscal year's curriculum. The use of staff's professional development influences students' engagement and application within the classroom, as well as staff's incorporation of techniques learned in their everyday routine. The consistent attendance in professional development trainings allows staff to follow up on skills that are always evolving in the education field.

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

In a school setting, students are involved in plays or performances where parents are invited to show their support on how hard their children have worked on their performance, resulting in a boost of morale in the students. Other participating activities also include the schools book fair and after school projects. As research shows the more parents are involved in the students learning the more they thrive in their studies. Correlating to a student's educational success. Meaning when parents are actively involved with their studies, we see a positive trend in their success in school. This school year, because of the regarding the methods of teaching as districts transition into distance-learning. Now, much of the responsibility falls on the parents to provide same quality of teaching to the children they were receiving at school. However, some challenges that have been brought to our attention is the lack of transportation and internet availability. Leaving some school districts to provide wireless internet access near bus stops or churches where they can download their schoolwork on a tablet. Additionally, to combat the lack of internet availability, some of the children's schoolwork has been solely delivered through weekly physical packets. However, distance-learning, for many children, will never be as effective as teaching methods provided in person. Resulting in some students not being provided an equal learning experience and not being taught what is being required from the school. In response to this, Donna ISD is working to develop a remote learning plans for the district to be able to keep up with these changes and potentially target these challenges some families have experienced during these times.

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

District information, Parental involvement, media, face book, teacher and parent contact sometimes conferences with parents and flyers are also send home with students. CLPAC is another form of decision making for the school within families and community members.

13. **What types of services are available to support families, community members, and students to encourage healthy family relationships?**

Parents can volunteer in activities school families and community. Also work with health and social services agencies. Engaging parent in their children's school.

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

The other language we communicate with our families is Spanish. We send parent notes in both English and Spanish. When we make parent phone calls or meetings we do in a language preferred by parent.

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

Programs:

Special Ed. Committee meets yearly to review current IEP and current accommodations specific to the student's academic needs.

504 Committee meet yearly to discuss accommodations and modify as needed to meet student's academic needs.

Bilingual students receive class instruction in the native language

McKinney Vento homeless students receive clothing services

Migrant students get tutoring during the day to meet academic needs

G.T. students are given a project during the school year and summer readings.

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

There are various community partnerships that exist to support families and students. Organizations like Behavioral Solutions have come on campus to give classes to parents that will be helpful with their children. ESL classes are given to parents to learn the English Language courtesy of ARISE. ARISE organization also offers baking classes as well. Other classes such as Women's Health, Breast Cancer Awareness and nutrition classes are also available and given. Based on parents' interest, there are sewing classes led by a parent volunteer, and table talk classes available which is led by Parent Educator Minerva Reyna. Table talk discussions consist of food pantry locations, signs of domestic violence, etc. Making sure every opportunity for both parent and student is educational is a priority.

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

The school district supports our campus by collecting data to make informed decision-making. The school district uses the student outcomes data to meet accountability reporting requirements. They measure the effectiveness of the outreach. The following measuring instruments are used throughout the school year: Istation Reading Tests, Imagine Math Learning, Benchmark Tests, RTI's, Telpas Tests, STAAR Tests, and Weekly Teacher Tests. These instruments are used to help teachers improve in their profession. They are TTES, Walkthroughs, and Professional Development. Data helps us make connections that lead to insights and improvements. Throughout the year the school district will inform the campus and parents about state academic standards that need to be met by students. Parent meetings are held after school to inform parents how student achievement can be acquired. The teachers will provide after school tutoring and also on Saturdays for student achievement.

18. What does the data reflect about classes, schedules, and student/staff teams?

The campus has 624 students on average throughout the year and 37 teachers. Our student numbers tend to fluctuate as Garza is a campus with high student mobility. This brings the student to teacher ratio to about 17 students per teacher. It is important to note that classes range in size from 11 to 28 students in each class. With the second grade monolingual class having only 11 students while one of the fifth grade bilingual classrooms has 28 students. Grades K through 5th have 4 teachers in each grade level. Out of the 4, one serves as a monolingual teacher and the other three as bilingual educators. The only exceptions to this are Pre-K 3 with two teachers, Pre-K4 with three teachers, and 4th grade with 5 teachers. Both Pre-K4 and 4th grade have one monolingual teacher with the others serving bilingual students. Pre-K3 through 2nd grade serve students in a self-contained learning environment whereas 3rd through 5th grade teaches in a departmentalized setting based on subjects being taught and it is reflected on the schedules.

19. How is adequate time devoted to subjects in which students perform poorly?

Students that are struggling are offered tutoring after school through the ACE program. The 2 targeted areas are Reading and Math. The schedule for this school year included Guided Reading Blocks as well as an intervention block to give support to struggling students. The Math block provided an hour and fifteen minutes to students. More time was offered in these two subject area. Tutors have also been hired to help in both reading and math. Tutorials were also made available on Saturdays in the second semester.

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

Teachers have a voice in decision making and school policies through grade level meetings, CLPAC committees, DLPAC committees, faculty meetings and surveys that are conducted throughout the school year.

21. What role do teachers have in deciding what assessments will be used to evaluate individual students for the program as a whole?

Curriculum and assessments are set by the Donna I.S.D. Teachers follow a scripted curriculum and test based on assigned bundle assessments.

22. Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

The school does provide opportunities for the teachers and staff to be heard during staff meetings and through different committees. Teachers and staff are given the opportunity to become involved when they are provided with surveys and are given the opportunity to communicate their ideas.

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

Campus administrators meet every month to analyze data after every Istation test, as well as after every six week's exams to determine what is working and what needs to be implemented to see progress in students. Teachers along with the strategist and directors of each main subject meet to discuss and collect information that will assist when writing the curriculum over the summer.

School Processes & Programs Strengths

School Processes & Programs Strengths

- Teachers have a voice in decision making and school policies through grade level meetings, CLPAC, DLPAC, lead teacher meetings, and PLC meetings. TA's also have a voice through surveys.
- Attendance, retention rates, and turnover rates are good.
- PS Garza has highly qualified personnel that help meet the needs of the highest need student. Ten professionals possess a master's degree. Thirty-seven teachers possess a Bachelor's degree, 9 out of 17 paraprofessionals possess a bachelor's degree.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Problem Statement I: Parental involvement is extremely low. **Root Cause:** Parents are not educated therefore lack the experience necessary to assist their child when it comes to school work. In addition, parents are unfamiliar with technology which was highly utilized during the COVID-19 pandemic. Parents weren't able to assist due to this matter.

Problem Statement 2: Problem statement II: Staff developments were not specific, consistent, nor had a clear vision. **Root Cause:** Many other staff developments for the same subject were held which caused a confusion as to which resources to utilize. In addition, resources were not distributed in a timely manner which made it more difficult to decide on what resource was to be used when planning.

Perceptions

Perceptions Summary

Perception Data

Perceptions data help us understand what students, parents, teachers, and others think about the learning environment. Perceptions can be gathered in a variety of ways – through questionnaires, interviews, and observations. Perceptions are important since people act in congruence with what they believe, perceive, or think about different topics.

Victoria Bernhardt

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

After gathering and studying data collected from student and staff surveys, we found that there is a small number of students that don't feel safe due to bullying by their peers. Most students and staff feel comfortable and safe at our school.

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

To provide an adequate answer to this question, it is essential first to define the stated Mission and Vision of the school and second, whether it was reinforced by the school administration and staff enough to become part of the daily interactions occurring at the school level. The stated mission of P.S Garza Elementary (according to school website) is the following:

"We will provide a safe, nurturing environment of mutual respect while inspiring children to achieve their academic potentials as life-long learners. Students will be valued for their individuality and diverse capabilities as they are taught to face the future and contribute to society with compassion, courage, knowledge, and vision."

Regarding the vision statement, there was no vision statement developed for this school year. many colleagues were asked if they knew the vision statement and searched both the school website and all available school materials. we concluded that none was developed for this school year. So, we used last year's vision statement for reference: "Modeling excellence and inspiring students to learn, perform, and excel".

To measure whether the students and staff aligned with our school's vision and mission, we will present the three main questions relating to the school Mission and vision and their results below:

· How safe do you feel at Patricia S. Garza Elementary? While 68% said that they felt very safe/or safe, a significant number 22% answered that they felt just somewhat safe or not safe at all

· Do you get along with your colleagues?

82.50% answered yes, and 17.50% answered no or neutral.

· How do you feel about the discipline/behavior issues on campus?

60% answered that they felt okay, while 37.5% answered nothing is being done

Even considering that this was only a limited survey, there is significant work to do to ensure that our school becomes a safe environment, nurtures, supports, and encourages our students to be lifelong learners.

In addition to this survey conducted through survey monkey, we noticed through informal conversations with many colleagues that they felt intimidated, their views not valued, and having difficulties with behavior issues with little or no support by the school administration. There is a lot of effort by the teachers, teacher aides, students, and parents to try to align by themselves to many of the values outlined in the school vision.

3.How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner? (*Demographics)

Students and staff describe attitudes, respect, relationships, belonging and support as positive based on the results of the surveys. The students and staff have a positive attitude. As far as respect, students and staff feel everyone at school respects each other. The relationships with others at school are positive. The students have a sense of belonging because they are greeted each morning by school staff. Our population is mostly Hispanic at our campus. Overall, based on the results of the surveys, students and staff have a good perception of the attitudes, respect, relationships, belonging and support.

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

Based on the discipline incident summary, the most common incidents from students in all grade levels as aggressive/threatening behavior, unruly behavior, and disrespectful/rude behavior. There were some incidents of theft in 2nd and 5th grade. In the upper grades (3rd-5th), there were many bus referrals by students, which are also aggressive behavior. The punishment ranged from calling parents, lunch detention, and conference with the student for all grade levels. In more serious situations, there was ISS for all grade levels and Off campus suspension for upper grades. Some students were also sent to DAEP. Many of the referrals were the same students.

As a committee we discussed having the counselors address the issues and bringing in outside presenters to address the students. We can also have a star student, or outstanding citizen, per classroom to be recognized every 6 weeks, rather than at the end of the year. This might encourage students to behave better.

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

After gathering information via surveys and through verbal communication it is apparent that the majority of staff and students feel physically safe at P.S. Garza.

While there was a small percentage of students that did not feel entirely safe we believe that ties back to student bullying of peers.

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

Looking at the data, students do have the expectations about Academic, Behavioral, Social, and Extracurricular activities. According to data, students feel they need to belong in a club or social group. It also resulted on students focusing better in academics and coping with their peers, if they were in a club. Data showed getting students involved in activities outside of school will help students with self-confidence and motivation. Students want to explore new interests and exposure to new learning opportunities.

As a committee, we discussed having extracurricular activities such as soccer, guitar, art, chess, choir and cheerleader/dance would be brought to our administrative team's attention

for the school year 2020-2021. We also discussed the implementation of the foundation and management of several extracurricular activities, if the administration decided to move forward with programs during the 2020-2021 school year.

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

The students that are most satisfied with the school's culture and climate are the students that enjoy being in class and love learning from their specific teachers. It is actually a trickledown effect; the culture and climate happens as you add all parts of the whole, if teachers have great leaders that are understanding, flexible and positive; they will feel more comfortable and want to go the extra mile or try something new with their students and generally be happier to come to work and make a difference. There are many studies that confirm that culture and climate have a direct influence on job satisfaction, and job satisfaction improves productivity in many ways in all types of jobs. In education, if the administration creates a great welcoming and family-like culture and climate, then it will naturally and organically create a trickle down into the classroom. The students that enjoy being in class, that enjoy their teachers are the ones most satisfied in school; which in turn brings in better attendance, less tardiness and more positive behaviors. On the other hand, if administration only criticizes you, attacks you, doesn't have common decency to even say hello when they pass by you or care about you as a human being, then they are showing that they don't care about you as a person, morale goes down and so does your genuine impact on the students in the classroom.

8.What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? (*School Process and Student Learning)

According to the staff survey that was sent out, 100% of the teachers greet their students every morning and feel that by doing so, it improves the students' morale and attitude. About 38% of the staff feels that there is little or nothing being done about the behavior issues on campus, and about 60% of the staff feels okay about the behavior issues on campus.

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

There were no incidents regarding gang, substance abuse, weapons, and other safe schools' area.

10.What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved?

(*Demographics & Student Learning)

The vast majority of students who responded to the 2020 Student Perception Data survey, reported that they were not involved in extracurricular activities or clubs, indicating the need for more extracurricular activities at P.S. Garza Elementary.

When students were asked if they believed their school club helped them do better in their classes, a majority of them responded that their club did not help them. This indicates a need for better resources for the existing clubs, and for more additional clubs at this campus. This is reinforced when compared to the students who were not part of a school club, who reported that their involvement in a club would have helped them do better in their classes.

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

According to the data from the surveys, the overall perception of the physical environments would be outdated. The campus itself is up to standard, but our pavilion and outdoor play area is in major need of renovations. Indoors everything is up to code and is sufficient.

The facility is not detrimental to the culture and climate due to the fact that the data showed that our student and staff reported being in a good work environment.

12. How does staff feel about technology?

Based on survey results staff showed interest in having more training on using smart boards and using an LCD projector indicating we are somewhat weak in that area. In addition, the staff survey demonstrated that technology at Patricia S. Garza Elementary is somewhat adequate and found a need for more Smart Boards, Tablets, with third and fourth choices being laptops, and projectors.

Parent questions..

Do you feel confident using technology? 77 Parents participated and 50% stated feeling confident using technology which is a good indicator that we are strong in that area.

Do you have a computer at home? Although 53% of parents have a computer at home the majority selected not having any devices at home. Also, some parents have a computer or laptop at home but it has no access to internet which is a weak point in this time of need. Our area could really have good use of hot spots for the areas showing no access to internet.

Do you understand what a Parent Portal is for? Results displayed the majority of parents who participated in the survey understand the use of a Parent Portal.

Do you know what an I-Station Level is? 33 parents state understanding somewhat, 24 understand what the I Station Level is and 18 don't know what I Station Level is.

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

After collecting data from the CNA Perception survey And DISD (P.S. Garza) Parent & Family engagement survey, everyone's perspective of our school **is good**. However, there's always room for continuous improvement to make our school great.

Perceptions Strengths

Perception Strengths

- Students feel safe and confident at school.
- Parents feel Garza Elementary has a welcoming atmosphere.
- There is no gang or substance abuse at Garza Elementary.
- The students have a sense of belonging because they are greeted each morning by school staff.
- Classrooms have 1 teacher PC working.
- Classrooms have 4 student PCs working.
- Lab accessibility to 30 PCs and Library has 30 PCs.
- We have wide variety of web-based and computer-based programs to support instruction and content areas.
- Curriculum Collaborative & Eduphoria Aware support teacher planning.
- Teachers primarily use technology to direct instruction, improve productivity and model technology skills.
- Technology teacher trainings provide good and relevant hands-on trainings.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: * Problem Statement 1: Have administrators present during speakers' presentations to help monitor behavior. **Root Cause:** Administrators not always able to be present.

Problem Statement 2: * Problem Statement 2: Teachers need to make a connection with students and gain their confidence to make them feel safe. **Root Cause:** Lack of one to one pep talks with students and not enough parent contact.

Problem Statement 3: * Problem Statement 3: Consequences for discipline issues need to be consistent. **Root Cause:** DMP not being followed.

Problem Statement 4: * Problem Statement 4: Bullying issues need to be addressed. **Root Cause:** Not enough sessions on a one to one basis with specific students.

Problem Statement 5: * Problem Statement 5: More outside presenters need to be brought in to speak to students about behavior. **Root Cause:** Not enough presenters from district and parents being involved.

Problem Statement 6: * Problem Statement 6: Student recognition for Star Student and Good Citizen needs to be done every six weeks and not just at the end of the year to encourage good behavior. **Root Cause:** Lack of time during instructional day.

Problem Statement 7: * Problem Statement 7: More extra-curricular activities need to be available for students to join. **Root Cause:** Waiver restraints for some sports and lack of time during instructional day.

Problem Statement 8: * Problem Statement 8: Pavilion and outdoor play area are in major need of renovations. **Root Cause:** Budget restraints.

Problem Statement 9: * Problem Statement 9: There is a need for more Smart Boards and tablets in the classroom. **Root Cause:** Budget restraints.

Priority Problem Statements

Goals

Goal 1: Patricia S. Garza Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 1: Patricia S. Garza Elementary will focus on istructional improvement resulting in all accountability measures. The percent of KG-5th grade students will increase reading level each month to reach campus and district grade level goals.

Evaluation Data Sources: I-Station

Summative Evaluation: Significant progress made toward meeting Objective

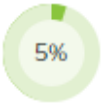
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement the district curriculum and instruction guide from share point as their primary source of instructional direction for all subject areas. **Strategy's Expected Result/Impact:** Increase reading levels every six weeks (PK-5th) **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers, Strategist and Directors.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, Implement, and Monitor a Literacy Plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make the significant gains on a monthly basis. **Strategy's Expected Result/Impact:** Increased student performance as measured by Campus, District and State Assessments. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** - **Targeted Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide program manipulatives, models, textbooks, consumables and any other classroom instructional materials or resources to supplement all core content areas. Resources include: STAAR Master, Mentoring Minds, Kamico, Touch Math etc **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. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist and Directors **Funding Sources:** - School Improvement Grant (211.SI) - 11.6399.00.113.24.0.SI - $202.18, - School Improvement Grant (211.SI) - 11.6399.00.113.24.0.SI - $5,000, - State Comp.(164) - 11.6399.00.113.30.0.00 - $2,075, - Title I (211) - 11.6399.00.113.24.0.00 - $1,500, Warehouse Supplies & Catalogs - Local (199) - 11.6399.00.113.11.0.00 - $11,664, - Teacher/Principal (255) - 11.6399.00.113.24.00 - $4,000	0%	50%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide Intervention in 1st-5th Grade Reading. Intervention will be provided by hiring tutors to target the 5 Reading Components in small group. **Strategy's Expected Result/Impact:** Reduce the gap between struggling students and those on grade level. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist and Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy**	25%	50%	80%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Implement 45 minutes of Guided Reading in Daily Schedules. Teachers will track reading levels on a monthly basis, set goals with students and regroup as needed. Groups will be visible. **Strategy's Expected Result/Impact:** Students will make significant growth monthly. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Strategists and Reading Director	5%	50%	80%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: To meet state and federal accountability requirements will be implemented, monitored and reviewed for each subject area with a focus in Reading. Student groups will be targeted to meet requirements not met. Tutors will be hired to assist in students gains and growth for Reading. In addition Staff Development, Data Meetings, Planning Days and Workshops on TAIS, DATA Deconstruction, INDEX Reviews, Eduphoria and Campus Improvement Plan will be scheduled. **Strategy's Expected Result/Impact:** Increase performance in area addressed. **Staff Responsible for Monitoring:** Principal, Curriculum Specialist and Directors **Comprehensive Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** - Title I (211) - 11.6118.00.113.24.0.TT - $20,000, - Title I (211) - 11.6141.00.113.24.0.TT - $290, - Title I (211) - 11.6143.00.113.24.0.TT - $185, - Title I (211) - 11.6145.00.113.24.0.TT - $10, - Title I (211) - 11.6146.00.113.24.0.TT - $1,360, - School Improvement Grant (211.SI) - 11.6121.00.113.24.0.SI - $66,566.51, - School Improvement Grant (211.SI) - 11.6141.00.113.24.0.SI - $689, - School Improvement Grant (211.SI) - 11.6143.00.113.24.0.SI - $432, - School Improvement Grant (211.SI) - 11.6145.00.113.24.0.SI - $134, - School Improvement Grant (211.SI) - 11.6146.00.113.24.0.SI - $3,230, - ESSER III (282) - $67,860				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Students in KG-5th will be required to adhere to scheduled computer time for I-Station and Learning. com. **Strategy's Expected Result/Impact:** Expected growth in Reading **Staff Responsible for Monitoring:** Principal, Curriculum Specialist and Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Patricia S. Garza Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: Bilingual/ESL: Patricia S. Garza Elementary will increase the percentage of ELLs progressing one performance level on TELPAS and increase the amount of ELLs meeting state assessemnt repuirements with reading level monitoring and an awareness of language, literacy, and content interdependence.

Evaluation Data Sources: TELPAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement strong English Oral Language activities to ensure smooth transition into English. This includes testing materials to assess for placement and necessary equipment to ensure students are making gains. **Staff Responsible for Monitoring:** Administration & Counselor **Funding Sources:** - Title III (263) - 11.6339.00.113.25.0.00	5%	50%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide a literature rich environment in all content areas by increasing the number of Spanish/English Books in the classrooms and make available to LEP students instructed in Spanish.	5%	25%	25%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Implement Sheltered Instruction strategies across content areas. Ex. Preview, View and Review , TPR, Vocabulary Enrichment, Cognate Word Wall, Bilingual Pairs, Picture Cards, Anchor ChartsLabels and Side by Side Testing.	5%	50%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Ensure the districts 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:** Bilingual Education Director, Core Content Directors, Campus Administration and Teachers	5%	50%	80%	100%

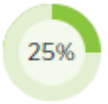
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Hire Bilingual Tutors to reinforce skills and assist in raising reading levels for the LEP population to ensure success on state assessments.	5%	50%	100%	100%

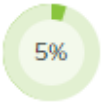
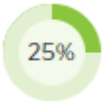
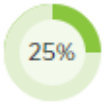
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Patricia S. Garza Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 3: Literacy Media Center: Patricia S. Garza Elementary will ensure the success of all students as effective creators and users of ideas and information, enabling students to become lifelong learners by establishing a Literacy Media Center.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Every class will be required 2 scheduled library lessons per 6 weeks tied to objective being taught in the classroom in the area of Reading. **Strategy's Expected Result/Impact:** Objective will be reinforced and applied to different readings. **Staff Responsible for Monitoring:** Teacher, Librarian and Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Expand media resources to support the curriculum, pay licenses and increase library collection by purchasing books in English and Spanish. Collection will include award winning books. **Staff Responsible for Monitoring:** Librarian and Principal **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Requisitions and Book Orders - Local (199) - 12.6329.00.113.11.0.00 - $3,000, - Library Account (898) - 00.00.2190.00.113.00.00 - $2,126.12, - Title I (211) - 12.6329.00.113.24.0.00 - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Students will be rewarded with incentives, celebrations and fieldtrips for meeting AR Reading Goals, Word Club Goals, Distinguished Readers and 100 pt Club Members to promote Reading **Strategy's Expected Result/Impact:** Motivated and Lifelong Readers **Staff Responsible for Monitoring:** Librarian **Funding Sources:** Requistions, Travel and Incentives - Library Account (898), Trophies and Medals - Local (199) - 12.6498.00.113.11.0.00, - Library Account (898) - 00.2190.00.113.0.00 - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Literacy Events during and after school to continue to promote the importance of reading (including author's visits, battle of the books). **Strategy's Expected Result/Impact:** opportunities for students to speak to and listen to accomplished book authors **Staff Responsible for Monitoring:** Librarian **Funding Sources:** Contracted Service - Local (199) - 12.6299.00.113.11.0.00	0%	25%	80%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide opportunities for students and families to create a home library by hosting 2 Scholastic Book Fairs. **Staff Responsible for Monitoring:** Librarian	0%	50%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Students will have the opportunity to participate in the AR Program with a goal of 100% participation and 70% of those participating will maintain an average of percent correct above 80%. . **Strategy's Expected Result/Impact:** Students reading with fluency and improved comprehension skills. **Staff Responsible for Monitoring:** Librarian	5%	50%	60%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide instructional and office supplies to carry out daily lessons. **Staff Responsible for Monitoring:** Principal & Librarian **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - Local (199) - 12.6399.00.113.11.0.00	10%	100%	100%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Patricia S. Garza Elementary 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. 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 3-5 who achieve meets and masters perfomance level on the STAAR exam will increase from 26% to 33%.

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Data Driven Instruction- Data Analysis, team planning, Administrative walk-throughs, and individual Teacher and Administrative conferences (data talks) will be carried out throughout the year to ensure data driven instruction. Teachers will attend SLO training as part of the TIA and implement a Student Growth Tracker to ensure student growth. Light refreshments will be provided to staff during meetings. **Strategy's Expected Result/Impact:** Students Meeting and Mastering Skills. ISIP, Running Records, TTM Reports, District Bundle Assessments, State Assessments **Staff Responsible for Monitoring:** Administration and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **Funding Sources:** - Local (199) - 13.6499.00.113.99.0.TI - $175, - Local (199) - 23.6499.00.113.99.0.00	10%	50%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: STAAR Resources will be purchased to ensure and supplement the curriculum so that students have additional resources to reach the Meets and Masters mark. **Strategy's Expected Result/Impact:** Students will be challenged and will exceed the Approach Level. **Staff Responsible for Monitoring:** Administrators, Directors and Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy** **Funding Sources:** - Title I (211) - 11.6339.00.113.24.0.00, - School Improvement Grant (211.SI) - 11...6339.00.113.24.SI	0%	0%	0%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide opportunities for staff development as needed and to support ALL staff in their content areas to include training in sheltered instruction, cooperative learning, technology integration, planning a great Lesson and, STAAR alignment for continuous growth in student achievement. A school consultant for School Improvement will be hired to assist in monitoring and coaching. **Strategy's Expected Result/Impact:** Trained staff to carry out instruction Certificate of Completion, Travel Request **Staff Responsible for Monitoring:** Administration & Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy - Results Driven Accountability** **Funding Sources:** - School Improvement Grant (211.SI) - 13.6291.00.113.24.0.SI - $2,700, - School Improvement Grant (211.SI) - 13.6299.00.113.24.0.SI - $20,000	10%	50%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Awards and Incentives- Provide various forms of student recognition and promotion of academic success in the classroom by teachers along with campus recognition. **Strategy's Expected Result/Impact:** ISIP, District Bundle Tests, State Assessments **Staff Responsible for Monitoring:** Administration, Librarian, Counselors, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4	0%	50%	85%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Print Rich Environment- Teachers will create print rich environments to promote vocabulary through the use of anchor charts, interactive word walls, word banks, student work and visual models. **Strategy's Expected Result/Impact:** Provide students support and points of reference. **Staff Responsible for Monitoring:** Teachers, Teacher Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.6	5%	50%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Establish Intervention campus where students can attend intervention in a center style setting. Students will be able to rotate from one activity to another all while in a more relaxed type of setting in order to help students close their instructional gaps. **Staff Responsible for Monitoring:** Campus Administration &Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	10%	50%	100%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Students will be provided with the opportunity to participate in the ACE program after school. This will assist with homework and enrichment activities for at-risk students. **Staff Responsible for Monitoring:** ACE Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.6	0%	0%	0%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Content and Language Objectives will be posted for each subject area teacher is teaching. Teacher will highlight the verbs and nouns of the objectives for teachers to showcase, implement, and have students carry out the use of academic language and to ensure curriculum and instructional alignment. **Staff Responsible for Monitoring:** Administration & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6	10%	50%	50%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Carry out all necessary student testing to ensure proper tracking, coding and demographic reporting. **Strategy's Expected Result/Impact:** PEIMS snap shot report **Staff Responsible for Monitoring:** Principal, Counselors, PEIMS clerk & Teacher of record	20%	100%	100%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Academic Field Trips-provide students with opportunities to partake in academic field trips to enhance their learning via hands on experiences. **Staff Responsible for Monitoring:** Administration & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** $5.00 x 650 = 3250 - Local (199) - 11.6412.00.113.11.0.00, - Student Activity 865	0%	0%	0%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: The campus will hire part-time tutors through out the school day and Saturdays to assist in raising the Academic Achievement and Academic Growth in Reading, Writing and Math Levels and ensure students are successful in the STAAR. **Strategy's Expected Result/Impact:** Meet State Standards in all areas as an Improvement Required Campus. Show Student Growth by targeting student in need of assistance. **Staff Responsible for Monitoring:** Teachers & Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **Comprehensive Support Strategy** - **Targeted Support Strategy** **Funding Sources:** 2 Tutors-Part-Time Employees - Title I (211) - 11.6125.00.113.24.0.TT, Social Security - Title I (211) - 11.6141.00.113.24.0.TT, Workers Comp - Title I (211) - 11.6143.00.113.24.0.TT, Unemployment Compensation - Title I (211) - 11.6145.00.113.24.0.TT, TRS - Title I (211) - 11.6146.00.113.24.0.TT	5%	50%	100%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Teachers will receive training on the scope and sequence of the Touch Math program to supplement district curriculum. Teachers in grades PK-2nd will implement Touch Math to build a strong foundation in math. **Strategy's Expected Result/Impact:** Strong Foundation in Math **Staff Responsible for Monitoring:** Administration & Teachers **Schoolwide and Targeted Assistance Title I Elements:** 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy**	0%	0%	0%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide Teachers, Staff and the Campus with instructional resources and equipment needed to carry out quality instruction and daily operations such operating leases, warehouse supplies and catalog orders. **Strategy's Expected Result/Impact:** Campus Need to ensure student success. **Staff Responsible for Monitoring:** Principal and Secretary **Schoolwide and Targeted Assistance Title I Elements:** 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 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** Operating Leases and Supplies - Local (199) - 11.6269.00.113.11.0.00, Teacher Office Supply - Local (199) - 11.6399.00.113.11.0.00, Teacher Office Supply - State Comp.(164) - 11.6399.00.113.30.0.00, Teacher Office Supply - Title I (211) - 11.6399.00.113.24.0.00, - Local (199) - 11.6499.00.113.11.0.00	20%	50%	80%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Garza Elementary will provide opportunities for teachers and administrators to attend conferences such as RGV-CTM, TABE, ABYDOS, Testing Conference, TASB, Legal Digest Conference, TEPSA Conference, CAST, Region One, TASA Conference, NABE Conference etc. **Strategy's Expected Result/Impact:** To gain updates, stay informed and Professional Development **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 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 3: Positive School Culture, Lever 5: Effective Instruction - **Comprehensive Support Strategy** **Funding Sources:** - Teacher/Principal (255) - 23.6239.00.113.24.0.00 - $500, - Teacher/Principal (255) - 13.6239.00.113.24.0.00 - $2,664, - Teacher/Principal (255) - 13.6411.00.113.24.0.00 - $5,000, - Teacher/Principal (255) - 23.6411.00.113.24.0.00 - $2,500, - Teacher/Principal (255) - 23.6411.00.113.24.0.20 - $1,050	5%	0%	100%	100%

No Progress

Accomplished

Continue/Modify

Discontinue

Goal 2: Patricia S. Garza Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Bilingual: P.S. Garza will increase the percentage of ELL students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will track ELL students and provide sheltered instruction strategies. **Strategy's Expected Result/Impact:** Improvement in District Assessments, IStation, Reasoning Mind & Imagine Math. **Staff Responsible for Monitoring:** Administration & Teachers **TEA Priorities:** Build a foundation of reading and math	10%	10%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Purchase the necessary supplies to supplement the curriculum and state adoption from warehouse or catalog to provide support to students. **Staff Responsible for Monitoring:** Administration & Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	50%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Hire Bilingual Tutors to reinforce skills and assist the ELL population to ensure success on state assessments. **Strategy's Expected Result/Impact:** Meets and Masters **Staff Responsible for Monitoring:** Administration & Teachers **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 - **Comprehensive Support Strategy** - **Targeted Support Strategy**	0%	50%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Patricia S. Garza Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Advanced Academics: P.S. Garza will increase the percentage of GT students achieving the MEETS and MASTERS on STAAR.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Campus Administrators, Teachers, District Strategists, Interventionists, & District Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	0%	0%	25%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading, Writing, Research, Science, Social Studies, Math, and Technology. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Campus Administrators, Teachers, District Strategists, Interventionists, & District Director.	0%	0%	50%	→

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

Goal 2: Patricia S. Garza Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 4: Special Education: P.S. Garza will increase percentage of SPED students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide campus training in the area of accommodations and designated supports. **Staff Responsible for Monitoring:** Administration, Counselor & Curriculum Specialist	50%	55%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide campus reviews with teachers on student academic performance. **Strategy's Expected Result/Impact:** -increase communication between campus administrators and teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	50%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. **Strategy's Expected Result/Impact:** increase student reading performance **Staff Responsible for Monitoring:** Director, Supervisor Educational Diagnosticians & Campus Administrators	0%	50%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide online assessment resources to students in preparation of online state assessments. **Strategy's Expected Result/Impact:** -increase student preparation in navigating online assessment resources -increase online state assessment performance **Staff Responsible for Monitoring:** Administrators, Special Education Teachers & Campus Technicians	0%	50%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide academic support through supplemental resources to teachers. **Strategy's Expected Result/Impact:** -increase student academic performance. **Staff Responsible for Monitoring:** Administration & Teachers	0%	50%	50%	100%

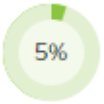
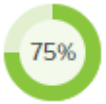
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide teachers support by conducting classroom walkthroughs and monitoring the provision of student services in the classroom. **Strategy's Expected Result/Impact:** -increase in academic state performance -increase in classroom performance **Staff Responsible for Monitoring:** Administration & Teachers	20%	50%	100%	100%

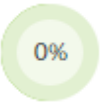
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Patricia S. Garza Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 5: Migrant: P.S. Garza will increase the percentage of Migrant students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide one to one and small group tutoring to increase areas of STAAR Accountability in areas tested. **Strategy's Expected Result/Impact:** Increase Percentage in MEETS and MASTERS **Staff Responsible for Monitoring:** Administration & Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide assistance to migrant students by hiring a part-time employee to assist in raising Reading levels, Math Skills & Writing Skills **Strategy's Expected Result/Impact:** Increase Percentage in MEETS and MASTERS **Staff Responsible for Monitoring:** Administration & Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Patricia S. Garza Elementary will create an instructional environment that will enhance the learning and academic performance of all students and create an awareness in order to increase the percentage of graduates demonstrating college/career/military readiness when they reach the high school level.

Performance Objective 1: Promote Awareness for students to understand the importance of graduating from high school and moving into a college/career/military path.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Garza will plan Career Day to promote academic success. **Strategy's Expected Result/Impact:** Motivate students and raise CCMR awareness. **Staff Responsible for Monitoring:** Administration &Counselors	5%	25%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will wear University T-Shirt on Thursdays to promote Higher Education. Posters/Banners will be displayed in the halls. **Strategy's Expected Result/Impact:** Preparing students with a college ready mindset. **Staff Responsible for Monitoring:** Administration, Counselors & Teachers	5%	50%	60%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Students will be recognized for end of the year accomplishments: Perfect Attendance, A/A/B Honor Roll, Academic Excellence, KG Completion and Extra-Curricular Activities. **Staff Responsible for Monitoring:** Administration & Counselors **Funding Sources:** Incentives to recognize participation, achievement and student Attendance - Local (199) - 11.6498.00.113.11.0.00, - Student Activity 865 - 00.2190.00.113.00.0.00 - $300, Cap & Gowns - Student Activity 865 - 00.2190.00.113.00.0.00 - $320	0%	0%	5%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide opportunities for students to attend educational fieldtrips in all content areas. Grade Levels will fund raise to cover entry fees, buses and meals. **Strategy's Expected Result/Impact:** Enhance the understanding of content objectives. **Staff Responsible for Monitoring:** Administration &Teachers **Funding Sources:** Travel Request - Student Activity 865 - 00.2190.00.113.0.00. - $2,000	0%	0%	0%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 3: Patricia S. Garza Elementary will create an instructional environment that will enhance the learning and academic performance of all students and create an awareness in order to increase the percentage of graduates demonstrating college/career/military readiness when they reach the high school level.

Performance Objective 2: Motivate Students to reach high academic success by providing incentives.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: STAAR Shirts will be purchased as a way to create team unity and motivate students to reach higher level. **TEA Priorities:** Improve low-performing schools **Funding Sources:** - Student Activity 865 - 00.2190.00.113.0.00 - $1,698	0%	0%	0%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Patricia S. Garza Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 1: Student Support Services: PS. Garza will ensure our elementary students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior and nurture a positive climate to continuously build up students and their self-esteem.

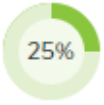
Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Character Education: Lessons will be provided by counselor every 6 weeks. Lessons will include: Responsibility, Bullying, Respect, Fairness, Trustworthiness and Citizenship. Students will have the opportunity to purchase Drug Ed & Bully Free T-Shirts to promote a Drug and Bully free life. Messages will be displayed around the campus as constant reminders. **Strategy's Expected Result/Impact:** Office Referrals will be reduced. **Staff Responsible for Monitoring:** Administration , Counselors and Teachers **Funding Sources:** - Student Activity 865 - 00.2190.00.113.0.00.0.00, - Title IV 289 - 31.6499.00.113.0.00 - $20,000	0%	20%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Reinforce the 5 B's - Be Responsible, Be Respectful and Be Prepared, Be Attentive and Be Positive...Poster will be displayed in every class and students will be reminded to exemplify through morning announcements **Staff Responsible for Monitoring:** All School Staff and Stakeholders	20%	50%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Teachers/Counselor will integrate character lessons into instructional lessons using positive promotions to motivate students and ensuring they make the right choices. **Strategy's Expected Result/Impact:** Discipline referrals will be reduced **Staff Responsible for Monitoring:** Administration, Counselors and Teachers **Funding Sources:** - Title IV 289 - 31.6399.00.113.11.0.00	0%	20%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Promote a drug free life during red ribbon week using positive promotions and say "NO" to drugs by presenting and inviting guest speakers. **Staff Responsible for Monitoring:** Administration & Counseling Dept. Purchase Orders Sign In Sheets Schedules Invitations **Funding Sources:** - Title IV 289 - 31.6399.00.113.11.0.00				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: The campus will promote school spirit by wearing School Shirts on Fridays with jeans. **Strategy's Expected Result/Impact:** The students will take ownership and feel welcomed in a risk free environment. A positive sense of belonging. **Staff Responsible for Monitoring:** Administration				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Drop Out Prevention : Garza Elementary will increase and maintain student and staff attendance rate to 98%.				

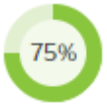
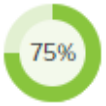
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide clothing vouchers on a per need basis. **Strategy's Expected Result/Impact:** Assist in students complying with uniform. **Staff Responsible for Monitoring:** Counselor, Nurse and Principal **Funding Sources:** Vochers - Title I (211) - 32.6499.00.113.24.0.00 - $1,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide opportunity for Counselor to attend various training through Region-I and Conferences such as the Counselor Academy and the Counselor's State Conference for Professional Growth. **Strategy's Expected Result/Impact:** Counseling Techniques for students to make good choices, be responsible, build character learn how to socialize and make friends and manage anger to prevent suicide and energy. *Social Emotional Awareness and Coping Skills. **Staff Responsible for Monitoring:** Administration **Funding Sources:** Travel Request & POs - Title IV 289 - 31..6411.00.113.0.00, Travel Request & POs - Title IV 289 - 31.6239.00.113.11.0.00	0%	0%	0%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Staff will be provided training on Classroom Management, PBIS, RTI, 504, Differentiated Learning etc... to ensure a better understanding. **Strategy's Expected Result/Impact:** Decrease number in referrals **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	20%	50%	80%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Work on SCHOOL CLIMATE and PERCEPTION to impact job satisfaction, working conditions and student achievement by maintaining the school building itself. **Strategy's Expected Result/Impact:** A positive working environment where everyone feels a sense of belonging. **Staff Responsible for Monitoring:** Administration, Maintenance Director and Supervisor. **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy**	0%	50%	80%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Students will have the opportunity to participate in campus wide activities to promote kindness and prevent bullying during Unity month. Items will be purchased from Sams. **Strategy's Expected Result/Impact:** Students will be able to make better choices. **Staff Responsible for Monitoring:** Principal & Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture - **Comprehensive Support Strategy** **Funding Sources:** - Student Activity 865 - 00.2190.00.113.00.0.00 - $735	0%	100%	100%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: All necessary resources and equipment will be purchased to ensure the safety of all students and staff. **Staff Responsible for Monitoring:** Administration				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Students will be provided with Social Emotional Support by holding one to one and small group sessions through Community In Schools Personnel. **Staff Responsible for Monitoring:** Administration and Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Patricia S. Garza Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 2: Nursing/Health Services: P.S. Garza will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis, and Acanthosis Nicrigans and ensure that 95% of all students' immunizations are up to date before submitting Annual Immunization report in October.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide vouchers for services: eye glasses, physical and medical exams, etc... **Staff Responsible for Monitoring:** Nurse, Counselor & Administration **Funding Sources:** - Title I (211) - 33.6219.00.113.24.0.00	0%	0%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: P. S. Garza Elementary will work to ensure 100% of students are screened prior to Annual Immunization report deadline of October. **Strategy's Expected Result/Impact:** 100% of students screened and concerns shared with parents or guardians. **Staff Responsible for Monitoring:** Principal Assistant Principal Nurse	0%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Students will be provided with presentations on Diabetes Awareness, Dental Hygiene, Hygiene Packets. **Staff Responsible for Monitoring:** Principal & Nurse **Funding Sources:** - Title IV 289 - 33.6399.00.113.11.0.00	0%	35%	50%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: PPE supplies will be purchased for the safety of staff and students. **Staff Responsible for Monitoring:** Principal **Funding Sources:** - 11.6399.00.113.24.0P1, - 11.6399.00.113.24.0.00GS	50%	100%	100%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Patricia S. Garza Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 3: Physical Education: P.S. Garza will require Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health. **Strategy's Expected Result/Impact:** Lesson Plans &On-line curriculum Fitness gram annual data **Staff Responsible for Monitoring:** PE Coach, Administration & Directors	25%	50%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. **Strategy's Expected Result/Impact:** Student Safety **Staff Responsible for Monitoring:** Principal & HR	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Students will partake in field day as part of the end of the year events. Students will be awarded ribbons for each event. The campus will provide water bottles to ensure students stay hydrated. **Staff Responsible for Monitoring:** Principal, PE Coaches and Teachers	0%	5%	70%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: P. S. Garza Elementary will ensure 100% of students enrolled participate in Fitnessgram testing. **Strategy's Expected Result/Impact:** 100% of students enrolled will be tested and the campus will be in compliance with Fitnessgram testing policies. **Staff Responsible for Monitoring:** Principal Assistant Principal Curriculum Specialist Physical Education Teacher	0%	0%	50%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Students will receive 3 out of 5 days of intensive physical exercise with the assistance of proper equipment. **Strategy's Expected Result/Impact:** Fitness Gram Results **Staff Responsible for Monitoring:** Administration & PE Staff	100%	100%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: All students will receive education on health related topics. Items will be purchased to promote a healthy lifestyle. **Strategy's Expected Result/Impact:** Well informed students making better choices to stay healthy. **Staff Responsible for Monitoring:** Coaches & Counselors **Funding Sources:** - Title IV 289	20%	50%	50%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: PE equipment to follow through with daily lesson will be purchased. **Staff Responsible for Monitoring:** Principal, Secretary & Coach **Funding Sources:** PE Equipment - Local (199) - 11.6499.00.113.11.0.00	50%	100%	100%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Patricia S. Garza Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 4: Fine Arts: P.S. Garza will create opportunities for all students to explore and participate in the arts.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Establish Extra Curricular Opportunities by having a Campus Choir, Guitar Group and a Dance Team. Students will attend a variety of district and community rallies. **Staff Responsible for Monitoring:** Administration & Sponsors				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will attend music class once a week. Resources will be provided for students that participate in Choir. **Staff Responsible for Monitoring:** Administration, Music Teacher, Teacher of Record **Funding Sources:** - Local (199) - 11.6399.00.113.11.0.00				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 1: Human Resources: P.S. Garza Elementary will maintain a 100% highly qualified status for the staffing requirements of the ESSA. P.S. Garza Elementary will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Maintain a positive campus climate by incorporating special events such as socials, celebrations, goodie table and employee recognition for employees to partake in. Using staff activity account to purchase staff items (ex: shirts, snacks **Strategy's Expected Result/Impact:** A Positive Campus Climate Survey. **Staff Responsible for Monitoring:** Adminstration **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** - Coke Activity Account 899 - 00.2190.00.113.0.00.0.00, - Local (199) - 23.6498.0.113.99.0.00 - $3,500	15%	50%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The campus will comply with 100% of requirements under TITLE IX of the Education Amendments of 1979. "No person in the United States shall, in the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination. **Strategy's Expected Result/Impact:** Maintain 100% Highly Qualified Staff **Staff Responsible for Monitoring:** Administration	100%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: All Staff will partake in the Safe Schools Training to include: Sexual Misconduct: Staff-to-Student, HIPAA Overview, FERPA: Confidentiality of Records, Sexual Harassment: Student Issues & Response, Youth Suicide: Awareness, Prevention and Postvention, Texas Cybersecurity Awareness for Employees Program, Bullying: Recognition & Response, Child Abuse: Mandatory Reporting, Youth Suicide: Awareness, Prevention and Postvention, **Staff Responsible for Monitoring:** Administration	20%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: The campus will request Contracted Services in support of the Effective School Framework. **Strategy's Expected Result/Impact:** Increase in Testing Scores **Staff Responsible for Monitoring:** Principal & Testing Director **Schoolwide and Targeted Assistance Title I Elements:** 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 - **Comprehensive Support Strategy - Targeted Support Strategy** **Funding Sources:** - School Improvement Grant (211.SI) - 11.6291.00.113.24.0.SI - $20,000	100%	100%	100%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 2: Technology Department: P.S. Garza Elementary will provide all classrooms, labs, and instructional areas with the necessary equipment to utilize and integrate technology into daily instruction along with offices to ensure proper daily operations.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Maintain and purchase instructional technology programs and equipment for the campus, classroom, and offices to carry out effective classroom instruction and daily operations. **Strategy's Expected Result/Impact:** Identify Needs **Staff Responsible for Monitoring:** Principal, Librarian, Teachers, Lab Manager and Secretary **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** 75 Inch Monitors with Stands for each classroom. - Title I (211) - 211.11.6395.20.113.24.0.SI, 75 Inch Monitors with Stands for each classroom - Title I (211) - 211.11.6395.00.113.24.0.SI	0%	50%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Each grade level will present an end of the year powerpoint/video to the parents at each assembly of campus events/learning throughout the year. **Strategy's Expected Result/Impact:** Final Project Presented at Assemblies **Staff Responsible for Monitoring:** Administration and Lead Teachers	0%	0%	0%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: All staff will partake in District Technology Trainings required to carry out Distance Learning. All trainings will be done based on a district timeline and deadline. **Staff Responsible for Monitoring:** Administration	0%	0%	95%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: All Staff will participate in the District Technology Advancement Analysis. **Strategy's Expected Result/Impact:** 100% Staff Participation Campus Data Review **Staff Responsible for Monitoring:** Administration	0%	0%	0%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Support the use of technology to inform instruction and to personalize learning by providing devices and chargeable stations to improve student digital literacy skills and academic achievement. **Strategy's Expected Result/Impact:** Demonstrate understanding of the nature and operation of technology systems **Staff Responsible for Monitoring:** Principal Curriculum Specialist Technology Director Campus Technology Committee **Funding Sources:** - School Improvement Grant (211.SI) - 11.6399.20.113.24.0.SI	70%	70%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide teachers with the technology needed to plan and strengthen their role in the implementation of technology. **Strategy's Expected Result/Impact:** 100% of staff will have access to a Laptop to carry out Distance Learning. **Staff Responsible for Monitoring:** Administration, Librarian and Technology Director **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction	100%	100%	100%	100%

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

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 3: Custodial Department: P.S. Garza Elementary will ensure the campus is maintained safe and clean along with the facilities.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Necessary items will be purchased to ensure a clean and organized environment. **Strategy's Expected Result/Impact:** Safe, Inviting, Welcoming and Clean Facility. **Staff Responsible for Monitoring:** Administration and Head Custodian **Funding Sources:** - Local (199) - 51.6319.00.113.99.0.00	25%	50%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Routinely inspect the facility to ensure supplies are provided to staff and students. **Staff Responsible for Monitoring:** Administration and Head Custodian	25%	50%	50%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 4: Transportation Department: P.S. Garza Elementary will ensure that the district's bus routes arrive on time to drop off students.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will ensure that all students load and unload in a timely and orderly manner. **Strategy's Expected Result/Impact:** Enforce Campus Routines and Procedures. **Staff Responsible for Monitoring:** Administration and Staff	25%	50%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Communicate with transportation via e-mail on issues arising with transportation. **Strategy's Expected Result/Impact:** Log of time busses arrive **Staff Responsible for Monitoring:** Administration	25%	50%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 5: Maintenance Department will assist P.S. Garza Elementary by providing students, staff, and visitors with a safe and comfortable learning environment by maintaining well kept facilities.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will periodically review outstanding work orders and projects to ensure that the campus is adequately maintained for daily operations. **Strategy's Expected Result/Impact:** Maintain an Orderly Facility **Staff Responsible for Monitoring:** Administration, Head Custodian and Campus Secretary	20%	50%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Assist with improving school climate and perception to impact job satisfaction, working conditions and student achievement by maintaining the school building. **Strategy's Expected Result/Impact:** A positive working environment where everyone feels a sense of belonging. **Staff Responsible for Monitoring:** Administration, Custodial and Secretary **ESF Levers:** Lever 3: Positive School Culture	25%	50%	75%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 6: Warehouse/Fixed Assets/Textbooks- P.S. Garza Elementary will request all Warehouse/Fixed Assets/Textbooks using the appropriate channels to ensure campus needs are met.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Ensure all textbooks and warehouse orders are counted and distributed to the appropriate staff members. **Staff Responsible for Monitoring:** Administration, Campus Secretary and Warehouse Director	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Patricia S. Garza Elementary will follow sound managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 7: Business Office:

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Monies will be allocated to pay operating leases for front office copier. **Strategy's Expected Result/Impact:** Carry out daily office clerical duties. **Staff Responsible for Monitoring:** Principal &Secretary **Funding Sources:** Copier - Local (199) - 23.6269.00.113.99.0.00	20%	50%	100%	100%

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

Goal 6: Patricia S. Garza Elementary 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: Campus Communication: P.S.Garza Elementary will maintain clear and consistent communication with each department and team member of the organization (CLPAC), Leads, Grade Levels etc...)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: E-mail, Google Classroom and Campus Calendar will be set up to communicate and send reminders.	15%	15%	20%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Teachers will have the opportunity to share ideas that are being successful in the classroom through staff meetings, grade level meetings and PLCs. **Strategy's Expected Result/Impact:** Team Work **Staff Responsible for Monitoring:** Administration	10%	50%	80%	100%

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

Goal 6: Patricia S. Garza Elementary 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: Parental and Family Engagement Department: P.S. Garza Elementary will increase the number of parent/community/volunteers by 5% and increase the parent attendance by 10% at campus or district meetings/events each year.

Summative Evaluation: No progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Hold meetings for parents informing them of the district/campus Bilingual/ESL model, GT Services, TITLE-I etc....	Formative			Summative
	Sept	Dec	Mar	June
	0%	20%	30%	→

Strategy 2 Details	Reviews			
Strategy 2: Recognize parents for their commitment and hours of service to the campus. .	Formative			Summative
	Sept	Dec	Mar	June
	0%	0%	5%	→

Strategy 3 Details	Reviews			
Strategy 3: Ensure campus has a parent representing Garza in the SHAC (Student Health Advisory Committee) **Strategy's Expected Result/Impact:** Campus Representation **Staff Responsible for Monitoring:** Administration	Formative			Summative
	Sept	Dec	Mar	June
	100%	100%	100%	100%

Strategy 4 Details	Reviews			
Strategy 4: Establish a technological mean such as Class Dojo, Facebook etc... that promotes communication and learning within the school and community. **Staff Responsible for Monitoring:** Administration	Formative			Summative
	Sept	Dec	Mar	June
	50%	50%	100%	100%

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

Goal 6: Patricia S. Garza Elementary 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: DLPAC: P.S. Garza Elementary will ensure the required members are part of the District Level Planning and Advisory Committee which serves to oversee district decisions. plans, and improvement activities. Members will participate in meetings held at least 4 times per year and come back and share information with campus staff.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Elect Campus and District Advisory Committee Members.	0%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Members will participate in meetings held at least 4 times per year and come back and share information with campus staff.	0%	100%	100%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Meetings will be announced in a timely manner to encourage 100% participation from the committee.	0%	50%	100%	100%

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

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		11.6399.00.113.30.0.00	$2,075.00
2	1	13	Teacher Office Supply	11.6399.00.113.30.0.00	$0.00
				Sub-Total	$2,075.00
				Budgeted Fund Source Amount	$10,620.00
				+/- Difference	$8,545.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Warehouse Supplies & Catalogs	11.6399.00.113.11.0.00	$11,664.00
1	3	2	Requisitions and Book Orders	12.6329.00.113.11.0.00	$3,000.00
1	3	3	Trophies and Medals	12.6498.00.113.11.0.00	$0.00
1	3	4	Contracted Service	12.6299.00.113.11.0.00	$0.00
1	3	7		12.6399.00.113.11.0.00	$0.00
2	1	1		23.6499.00.113.99.0.00	$0.00
2	1	1		13.6499.00.113.99.0.TI	$175.00
2	1	10	$5.00 x 650 = 3250	11.6412.00.113.11.0.00	$0.00
2	1	13	Operating Leases and Supplies	11.6269.00.113.11.0.00	$0.00
2	1	13	Teacher Office Supply	11.6399.00.113.11.0.00	$0.00
2	1	13		11.6499.00.113.11.0.00	$0.00
3	1	3	Incentives to recognize participation, achievement and student Attendance	11.6498.00.113.11.0.00	$0.00
4	3	7	PE Equipment	11.6499.00.113.11.0.00	$0.00
4	4	2		11.6399.00.113.11.0.00	$0.00
5	1	1		23.6498.0.113.99.0.00	$3,500.00
5	3	1		51.6319.00.113.99.0.00	$0.00
5	7	1	Copier	23.6269.00.113.99.0.00	$0.00
				Sub-Total	$18,339.00
				Budgeted Fund Source Amount	$55,326.88
				+/- Difference	$36,987.88

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		11.6399.00.113.24.0.00	$1,500.00
1	1	6		11.6141.00.113.24.0.TT	$290.00
1	1	6		11.6143.00.113.24.0.TT	$185.00
1	1	6		11.6118.00.113.24.0.TT	$20,000.00
1	1	6		11.6146.00.113.24.0.TT	$1,360.00
1	1	6		11.6145.00.113.24.0.TT	$10.00
1	3	2		12.6329.00.113.24.0.00	$2,000.00
2	1	2		11.6339.00.113.24.0.00	$0.00
2	1	11	Unemployment Compensation	11.6145.00.113.24.0.TT	$0.00
2	1	11	TRS	11.6146.00.113.24.0.TT	$0.00
2	1	11	2 Tutors-Part-Time Employees	11.6125.00.113.24.0.TT	$0.00
2	1	11	Workers Comp	11.6143.00.113.24.0.TT	$0.00
2	1	11	Social Security	11.6141.00.113.24.0.TT	$0.00
2	1	13	Teacher Office Supply	11.6399.00.113.24.0.00	$0.00
4	1	7	Vochers	32.6499.00.113.24.0.00	$1,000.00
4	2	1		33.6219.00.113.24.0.00	$0.00
5	2	1	75 Inch Monitors with Stands for each classroom.	211.11.6395.20.113.24.0.SI	$0.00
5	2	1	75 Inch Monitors with Stands for each classroom	211.11.6395.00.113.24.0.SI	$0.00
				Sub-Total	$26,345.00
				Budgeted Fund Source Amount	$27,804.69
				+/- Difference	$1,459.69

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		11.6399.00.113.24.00	$4,000.00
2	1	14		23.6239.00.113.24.0.00	$500.00
2	1	14		23.6411.00.113.24.0.00	$2,500.00
2	1	14		23.6411.00.113.24.0.20	$1,050.00
2	1	14		13.6239.00.113.24.0.00	$2,664.00
2	1	14		13.6411.00.113.24.0.00	$5,000.00
				Sub-Total	$15,714.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$14,664.00
				+/- Difference	-$1,050.00

Student Activity 865					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	10			$0.00
3	1	3	Cap & Gowns	00.2190.00.113.00.0.00	$320.00
3	1	3		00.2190.00.113.00.0.00	$300.00
3	1	4	Travel Request	00.2190.00.113.0.00.	$2,000.00
3	2	1		00.2190.00.113.0.00	$1,698.00
4	1	1		00.2190.00.113.0.00.0.00	$0.00
4	1	11		00.2190.00.113.00.0.00	$735.00
				Sub-Total	$5,053.00
				Budgeted Fund Source Amount	$9,000.00
				+/- Difference	$3,947.00

Library Account (898)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2		00.00.2190.00.113.00.00	$2,126.12
1	3	3	Requistions, Travel and Incentives		$0.00
1	3	3		00.2190.00.113.0.00	$500.00
				Sub-Total	$2,626.12
				Budgeted Fund Source Amount	$2,126.12
				+/- Difference	-$500.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	1		31.6499.00.113.0.00	$20,000.00
4	1	3		31.6399.00.113.11.0.00	$0.00
4	1	4		31.6399.00.113.11.0.00	$0.00
4	1	8	Travel Request & POs	31..6411.00.113.0.00	$0.00
4	1	8	Travel Request & POs	31.6239.00.113.11.0.00	$0.00
4	2	3		33.6399.00.113.11.0.00	$0.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	3	6			$0.00
				Sub-Total	$20,000.00
				Budgeted Fund Source Amount	$34,968.00
				+/- Difference	$14,968.00

School Improvement Grant (211.SI)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3		11.6399.00.113.24.0.SI	$5,000.00
1	1	3		11.6399.00.113.24.0.SI	$202.18
1	1	6		11.6141.00.113.24.0.SI	$689.00
1	1	6		11.6146.00.113.24.0.SI	$3,230.00
1	1	6		11.6121.00.113.24.0.SI	$66,566.51
1	1	6		11.6143.00.113.24.0.SI	$432.00
1	1	6		11.6145.00.113.24.0.SI	$134.00
2	1	2		11...6339.00.113.24.SI	$0.00
2	1	3		13.6299.00.113.24.0.SI	$20,000.00
2	1	3		13.6291.00.113.24.0.SI	$2,700.00
5	1	4		11.6291.00.113.24.0.SI	$20,000.00
5	2	5		11.6399.20.113.24.0.SI	$0.00
				Sub-Total	$118,953.69
				Budgeted Fund Source Amount	$79,626.55
				+/- Difference	-$39,327.14

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$67,860.00
				Sub-Total	$67,860.00
				Budgeted Fund Source Amount	$67,860.00
				+/- Difference	$0.00
				Grand Total Budgeted	$301,996.24
				Grand Total Spent	$276,965.81
				+/- Difference	$25,030.43

Donna Independent School District

M.A.P. Munoz Elementary

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Data Sources Reviewed:

- Campus Enrollment Report (total enrollment & withdrawals)
- Enrollment Report - Ethnicity Counts by Campus
- Student Indicator Report
- Special Programs Reports: At-Risk, GT, Special Education, Immigrant, Migrant, Homeless, Foster, 504, Dyslexia, 1st and 2nd Year Monitored Students (reclassified ELs), & Military Connected
- Percentage Attendance Report
- Teacher Turnover
- Teacher-Student Ratio
- Staff Demographics

1. What do enrollment numbers indicate?

2020-2021	Attendance	Female	Male	Hispanic	Econ Dis.
651 (as of 3/23/2021)	**96.7%**	**51%**	**49%**	**99%**	**591 (91%)**
2019-2020	Attendance	Female(Overall)	Male(Overall)	Hispanic	Econ Dis.
923(as of 3/13/2020)	95.74%	95.56% (49.71%)	95.92 (50.29%)	95.74%	95.74

2018-2019	Attendance
833 (as of 5/6/2019)	96.04%

2017-2018	Attendance
790 (as of 4/10/2018)	95.81%

2016-2017	Attendance
801	96.85%

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

Gender	Ethnicity	Category
Female:330 (51%)	Hispanic [HSP] (100%)	Hispanic: Female-330 Male-321
Male 321 (49%)	Black [BL]: 1 (0.1%	Black Female-0 Male-1
	American Indian [AL] 3 (0.53%)	American Indian: Female-1 Male-3
	Native Hawaiian [PI] 4 (0.38%)	Native Hawaiian: Female-1 Male-2

There is about an equal number of female 51% (330) to male 49% (321) student population.

The overall population is Hispanic 100% (651) with identification of Black 0.1% (2), American Indian 0.53% (3), and Native Hawaiian 0.38% (4) student population.

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

2020/2021	2019-2020	2018-2018	2017-2018
649 (as of 25/2021)	923 (as of 3/13/2020)	833 (as of 5/6/19)	790 (as of 4/10/18)
Enrollment w/o withdrawals			
700	**994**	**914**	**872**
Enrollment including with withdrawals			

In the past three years the enrollment population has decreased about 10% due to development of new subdivisions in the zoned area.

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

Population	Total	Percentage	HSP	Wh	Bl	AI	PI	Female	Male
EL	485	74.39%	485		0	0	0		
At-Risk [AR]	499	76.53%	499		0	0	0		

Econ. Dis. [ED]	535	82.05%	535		0	0	0
Migrant [MIG]	33	5.06%	33		0	0	0
Sp.Ed. [SE]	43	6.60%	43		0	0	0
GT	41	6.29%	41	40	0	0	1
Homeless	110	16.87%	110		0	0	0
504	16	2.45%	16		0	0	0
Dyslexia [DYS]	7	0.010%	7		0	0	0
M1	0						
M2	0						

Population	Total	Percentage	LEP	SE	GT	504
EL	485	74.39%	---			
At-Risk [AR]	499	76.53%				
Econ. Dis. [ED]	535	82.05%				
Migrant [MIG]	33	5.06%				
Sp.Ed. [SE]	43	6.60%				
GT	41	6.29%				
Homeless	110	16.87%				
504	13	2.45%				---
Dyslexia [DYS]	7	0.010%				
M1	0					
M2	0					

There is an over representation of LEP 74.39% (485), At-Risk 76.53% (499), and Economic Disadvantage 82.05% (535) population due to the majority of the population being Hispanic, family and environmental factors, and student's living below or at the poverty line.

There is an under representation of GT 6.29% (41), and M2 0% (0) due to small population of students that meet requirements for each of the special programs listed.

5. What is the data for special programs over time? 658 (as of 3/25/2021)

Population	2017-2018	2018-2019	2019-2020	2019-2020
EL	583	623	698	**483**
At-Risk	647	732	827	**584**
Econ. Dis.	764	813	895	**631**
Sp.Ed.	52	67	75	**57**
GT	23	24	45	**43**
Homeless	34	63	72	**117**
504	26	22	23	**19**
Dyslexia	2	4	3	**7**

EL, Economic Disadvantage, At-Risk, Special Education, GT, 504, populations have decreased due to rezoning.

Homeless and Dyslexia population has increase.

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

Population	Total	Hispanic	White	Female	Male	EL	GT
EL	0	0	---	0	0	---	0
Sp.Ed.	0	0	0	0	0	0	0
504	6	6	0	1	5	6	0
Dyslexia	7	7	0	4	3	4	0

Very few students exit from special programs, such as Sp.Ed., 504, or Dyslexia. Over the past three years the LEP population has had a steady increase in the number of students meeting reclassification criteria.

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

Total	HSP	AI	PI	Female	Male	EL	ED	SE	GT	504	Dys	IM	MIG
582	582			293	289	479	536	42	29		14	29	

Category		Total
Tier 3 Istation	V004	300(F150 / M150)
Retained	V001	40(F17 / M23)
STAAR Rdg	RD4	34(F19 / M15)
STAAR M	MA4	25(F14 / M11)
STAAR Wrtg	WR4	0 (M / F)
STAAR SC	SC4	0(Female)

Failure Data

Grade	Previous Year Data	STAAR Rdg	STAAR Math	STAAR Writing
4	3rd grade ( )	No Data		
5	4th grade ( )	No Data		
Total				

582 of the student population is classified as At-Risk. There is about an equal number of female (293) to male (289) student population, the majority of the At-Risk population is identified as EL (479) and Economic Disadvantage (536). A high rate of the population is reading below grade level (300) in PK-3rd grade and moderate rate are not proficient in STAAR Reading (no data), Math (no data), and Writing (no data) in grades 3rd-5th.

8. Who are our Migrant students?

Total	HSP	Female	Male	EL	ED	AR	SE	GT	IM	504	Dys	Homeless
36	36	23	13	23	36	34	3	1	0	3	0	7

5.6% of the student population is classified as Migrant. There are more female (23)to male (13) and the majority are identified as LEP (23), Economic Disadvantage (36), and At-Risk (34).

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

School Year	Stability Rate	Mobility Rate
2016-2017	103.62%	24.57%

2017-2018	105.05%	40.02%
2018-2019	103.61%	31.40%
2019-2020	97.50%	22.99%
2020-2021	**100.46%**	**14.16%**

Date	Enrolled	New/Transfer Enrolled	Withdrawal	Re-enrolled
9/8/20	648	12	0	
10/30/20	636	42	30	1
3/25/21	649	9	6	0
Total	652	51	48	1

Total Enrollment: 699

Migrant

Enrolled	Withdrawal	Re-enrolled
8/26/19	36	
10/25/19	36	
3/13/2020	36	

The campus stability rate is 100.46% with a 14.16% mobility rate with an overall enrollment of 699 (number of student who have enrolled during the school year). Migrant students have little impact on the campus mobility rate. Mobility rate is attributed to newly developed subdivisions in the area, relocation to neighboring schools and/or school districts and Mexico.

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

96.99% (645) of the student population come from communities ("colonias") that fall below or at the poverty line North of the Donna area and 3.01% (20) live in communities that are above the poverty line.

11. What are the staff demographics?

School Year	Stability Rate	Mobility Rate

2017-2018	104.00%	9.76%
2018-2019	100%	20.69%
2019-2020	95.12%	22.47%
2020-2021	**1.3%**	**%**

Year	Staff Total	New Staff	Staff that Left	Staff that Returned
17/18	78 (current 4/10/18)	3	5 (16/17-three & 17/18-two)	1
18/19	78 (current 5/6/19)	9	9	0
19/20	82 (current 5/30/20)	13	7	0
20/21	**62 (current 4/30/21)**	**1**	**9**	**0**

Staff	Total	Female	Male	HSP	WH	**AA**	**BA**	**MA**	PD
Admin.	3	3	---	3	---	---	---	3	---
Teachers (PK-5)	**36**	**30**	**6**	**35**	**1**	**---**	**30**	**6**	**---**
Support Staff	2	2	---	2	---	---	---	2	---
Front Office Staff	3	3	---	3	---				
Nurse Dept.	2	2	---	2	---				
TAs	16	13	3	16	---	5	5	---	---
Total	**62**	**53**	**9**	**61**	**1**	**5**	**35**	**8**	**0**

support staff (counselors and librarian)

- 98.39% of the staff is Hispanic and 1.61% White

The educational staff mobility rate increased from previous year (---%) due to decrease in student population, due to rezoning.

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

The student-teacher ratio of 70% of classes with a ratio under 22:1 and 30% with a ratio over 22:1 in grades PK-5th.

Do to CV-19 it was difficult to have an accurate ratio of performance. Students utilized different assessments to measure their reading levels. Assessments included CLI Engage (PK), Amplify KG-2nd, Imagine Learning KG-5th, Istation Spanish for 3rd-5th.

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

- 75% (27) instructional teachers PK-5 are bilingual certified
- 10 out of 20 paraprofessionals staff hold an Associates or Bachelor's degree.
- 1 new teacher with prior teaching experience
- 1 second year teachers

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

- Highly qualified
    - 34 of 36 teachers have 5 or more years of teaching experience

Demographics Strengths

Strengths:

- Highly qualified teachers and paraprofessionals
- Teacher experience 5 or more years
- Teachers enrollment in Master level programs / leadership programs
- Active monitoring of students in special programs
- STAAR intervention support / Tutoring campus
- Attendance Percentage
- Attendance initiatives / Raffles
- Tutor (Migrant)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement 1: Increase enrollment, continuous changes in student demographics requiring adjustments and/or adaptation in curriculum design, instructional approaches, and early interventions. **Root Cause:** Root Cause: Distinct learning experiences, lack of educational skills, limited English language skills, economic disadvantage, student mobility, identified and yet to be identified learning difficulties/disabilities of students presents challenges for student and teacher instruction.

Problem Statement 2: Problem Statement 2: Increase reading development for students in PK-5th reading below grade level by reevaluating reading interventions, instructional strategies, classroom management and organization/planning skills. **Root Cause:** Root Cause: Student enrollment and student-teacher ratio, diverse learning experiences, and limited English language abilities presents challenges for the classroom organization.

Problem Statement 3: Problem Statement 3: Lack of collaboration such as planning time to share ideas, resources and expertise among grade levels, changes in teaching assignments, increase of staff mobility. **Root Cause:** Root Cause: Different educational expertise, increase teacher mobility, the new teaching assignments presents challenges for teachers to build interpersonal connections with colleagues and student.

Student Learning

Student Learning Summary

Student Learning Data Student

Learning describes the results of our educational system in terms of standardized test results, grade point averages, standards assessments, and authentic assessments. Schools use a variety of student learning measurements –usually separately—and sometimes without thinking about how these measurements are interrelated. Victoria Bernhardt

Probing Questions

1. How is the student achievement data disaggregated? Student achievement data is disaggregated into smaller categories. These categories include: ELL, SPED, Migrant, Gifted and Talented, and At-Risk; such categories serve to compare with all student groups and help staff plan successful age appropriate programs.

2. How does student achievement data compare from one data source to another? Due to Covid-19, STAAR was not administered. Data is not reliable due to students not taking assessments in a controlled environment. Assessments have been changed such as Amplify, Galileo, Interim Assessments (3-5th grades), Progress Monitoring and Imagine Learning and there is not comparable data to last year. Assessment platform is online as opposed to last year paper.

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

*Due to Covid, our students are receiving instruction in 3 different ways. Students receiving Fact to Face are showing more growth compared to students at home remote synchronous learning. Asynchronous remote learners are falling behind as they are working off packets and receiving little direct instruction.

4. In which areas are we showing growth? At what rate? Compared to which standard of achievement? Based on previous year, the math area, there has been consistent improvement in all grade levels in the past several years. Reading and writing have shown little or no gains when it comes to STAAR. Not comparable to STAAR for 2020 due to it being cancelled. Science has shown steady growth and received a distinction in STAAR Science for 2018-19 school year. For this current year we won't have data since STAAR was not administered for 2019-2020 school year. Students working at home are not testing in a controlled environment.

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

*Due to Covid, our students are receiving instruction in 3 different ways. Students receiving Fact to Face are showing more growth compared to students at home remote synchronous learning. Asynchronous remote learners are falling behind as they are working off packets and receiving little direct instruction.

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

Students that are benefiting are students participating in face to face instruction. Interventions from PK – 5th grade are being provided to students. Tutoring for students is also available. Interventions during asynchronous times as teachers meet in small groupsand target those students who needed the extra help.

7. What does the longitudinal student achievement data indicate?

*Due to COVID STAAR data for last school year is not available. But based on previous years

years' STAAR EL students where showing growth in closing the gap, using the latest Bundles data 3rd-5th students are showing little to no gains. Writing in the latest Bundle has shown some gains. Reading levels are improving due the emphasis placed on Istation, tutoring & AR testing, etc.

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

Indication is that students are performing lower than they would, compared to normal conditions without COVID. Many of the reading scores are lower than what they should be at this point. There is regression due to students not being on campus and having the hands on experience of past years.

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

Students are growing but the percentage is minimal. One on one instruction is key towards targeting students in areas of need but COVID is not allowing that. Small groups are a huge part in obtaining set goals. Growth and regression is drastic. Many times the students are not so far behind but due to a setting change, that impacts students and how they focus and learn.

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

Students have shown improvement in core subjects from the beginning of the year to the spring semester, however growth is very minimal. Out of all subjects, Spanish Reading testing students have shown the most growth from Fall to Spring. ELL /At risk students are showing minimal growth but not as much as the previous years. The campus made growth in reading/math in 2019 but began to regress during remote learning. When comparing Reading, Math, and Writing Interim scores to the last STAAR data (2019), students have shown regression in all subjects.

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

The curriculum is linked to the Texas Essential Knowledge and Skills through Eduphoria where teachers document the TEKS, ELPS language objectives, and CCRR's in teacher lesson plans. Teachers are meeting on a weekly basis (PLC grade level meetings) and are identifying struggling areas/TEKS. Tutoring is being implemented in the afternoons for upper grades. At the end of each six weeks' teachers identify TEKS not mastered in action plans and through data analysis to target and spiral these standards the following six weeks on a daily basis. Aware assists teachers in identifying the specific TEKS evaluated through each question on district, diagnostics, and state assessments.

12. How is data used to inform curriculum, instruction, and assessment decisions? (School Process) Data is analyzed by bundles, diagnostic assessments, Istation reports, AE Local report, Imagine Math reports, previous year TELPAS & STAAR.. The TEKS that students are struggling with are identified by teachers and an action plan is created to target those specific TEKS. The TEKS are then spiraled into a daily review to provide time for mastery. The TEKS significantly below are re-taught to the students to ensure they grasp the TEKS.

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

The curriculum addresses specific TEKS for each grade level in a developmentally appropriate continuum and it is aligned to the textbooks, assessments and curriculum in bundles. The bundles reflect the objectives of the curriculum and provide varied opportunities for students to show what they have learned through the six-weeks. Teachers then determine the best approach for re-teaching of skills whether it may be in a whole group or a small group setting. Clear and targeted interventions are applied in small groups to meet students' needs. Students who are performing below grade level are targeted through small group instruction in order to best meet their specific needs. Challenging all our students, especially our below grade level students is done through enrichment of the curriculum.

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

According to Trilling and Fadel (authors of "21st Century Skills") 21st century skills include strong academic skills, critical thinking, information literacy, problem solving, creativity, innovation, media literacy, communication skills, collaboration skills, and leadership skills. The district's curriculum provides teachers with resources that contain 21st century skills. Source: 21st Century Skills. Trilling and Fadel, 2009, p. 21. http://en.wikipedia.org

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

Students are assessed at the beginning of the school year to determine their specific needs and academic achievement in relation to their grade level. Once data is obtained, it is analyzed by administration and teachers and students who are in academic need are identified. Once students are identified and grouped, they are provided with intervention strategies such as guided reading, small group, tutoring, computer programs, cooperative learning instruction, hands on activities, interactive journal, foldable, anchor charts, stem questions, and visuals. The objectives targeted during these interventions are designed to enhance student skills to grade level. Due to recent events, all instruction has switched over to virtual instead of regular classroom instruction.

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

Interventions at the lower grades (PreK2 nd) include small group, constant repetition and tutorials during asynchronous time every day with students grouped based on their specific needs. Students in the lower grades were identified based on diagnostics from amplify testing done at the beginning of the year, reevaluated middle of the year based on students' needs, and tested at the end of the year for the following grade level. Upper grade levels are tutoring.

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

Planned and purposeful virtual instruction that addresses the needs of students is reflected in the teacher lesson plans and in the delivery of instruction in the virtual classroom. Students are first engaged in a whole group instruction setting through discussion, participation and hands on activities with the implementation of the 5E model and Gradual Release Approach. During small groups/interventions students are engaging in district programs such as: imagine math, imagine literacy, and i-station to practice the concepts that have already been taught. Most teachers use higher order thinking skills/depth of knowledge which allows for a full rigorous instruction. Sheltered instruction is also utilized in order to assist teachers to better instruct the ELL population.

18. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction? District created assessments (bundle test) are aligned and linked to the Texas Essential Knowledge and Skills. Benchmarks (release test) prove to be accurate in predicting what students will score on state assessments. Bundle assessments provide the data that guides teacher's instruction in the classroom. Most importantly, although students have individual needs, assessments provide a reflection of the instruction being provided in the classroom. Teachers also create their own formal and informal assessments to provide a better picture of students' needs.

19. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments? The assessments (bundles, six weeks tests, comprehensive and benchmarks) that are created by the District are aligned to the TEKS and skills previously taught to ensure that the teachers keep spiraling into the TEKS throughout the six weeks period. Formal and informal assessments are given to each student to ensure that they understand the TEKS and curriculum being taught. Students that require accommodations such as the extended time, dictionary, and/or oral assessments are provided with these accommodations to fit their needs. Teachers also provide the students with teacher made CFU's (check for understanding) 3-5 question quizzes. When asked about the assessments, the students responded that there were too many tests given and some still thought the tests had too many questions.

20. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement? The assessment is the blueprint or guide that lets the teachers know what should be taught in order to obtain mastery. Standardized assessment, District bundle exams, computer programs, classroom assignments are used to allow students to express their knowledge in a variety of ways. Math and Science are aligned to the scope of assessments however improvements need to be made to the Language Arts assessments.

21. What technology do we have for student learning? (*School Process) Students are provided the following programs to enhance their learning: Istation, Imagine Math, Stemscopes, Learning.com, Starfall, MyOn,Typing.com, Brainpop, Brainpop Jr., Brainpop ELL, ThinkCentral, Quizizz, Code.org, Edmodo, Class DOJO, Google Classroom. PK – 2nd grade student have received an iPad. 3rd – 5th grade students have received a Chromebook. In addition, students also have access to computers in their classrooms, library, 3 Ipads in the upper grade classrooms, 3 mobile labs and computer labs.

22. What is the technology proficiency for staff and students? Teachers have a basic understanding of technology. Teachers are proficient in Microsoft programs and have been Google certified over this past summer.

Student can navigate through instructional software but lack the basic foundation of other technology applications. Students are able to navigate through Istation, Imagine Math, Education Galaxy, and MyOn.

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

Students have all received their own device this school year. PK -2nd grade an iPad and 3rd – 5th grades a Chromebook. Each classroom does have 4 student computers for students to use independently. The three computer labs that we currently have do not allow for adequate time for all classes to rotate through all the programs that they are expected to do within one week. Teachers get creative with their scheduling and are flexible so that it is maximized. For the most part, technology issues are minimal. Many of our computer programs allow for home usage so students can also work on them at home.

24. What types of technology professional development have we provided? What was the impact for staff and students? Teachers are required to complete 6 hours of professional development annually through Atomic Learning to enhance technology proficiency skills. Teachers are able to implement applications such as class dojo, Thinkcentral and Nearpod in and outside of the classroom. Students still lack the carryover home technology awareness and practices of programs such as Istation, Imagine Math, Class DOJO, Edmodo, Google classroom, MyON and HMH approved by the school district.

25. In which content areas are we using technology and how? What is the effect? All grades are currently using technology Imagine Leanring and Istation for Reading intervention, practice and assessment in addition teachers also use Learning.com, and Reading A-Z. All grades are using Imagine Math, Brainpop and Brainpop Jr. for practice, intervention and assessment. In the areas of science, 5th grade is using STEMScopes with not all other grades full using the program for Science. In addition Kami is also used for 3rd, 4th and 5th grades. Theses computer programs offer a different approach in that students are able to learn and interact with the technology programs to enhance their learning and understanding of the curriculum.

26. How does the design of the network provide for the users it supports? Students are able to use the programs at school and at home. Students are able to log in to Clever and access any of the programs they need. The towers have a one mile radius; thus a majority of our students do not have internet access at home.

27. How is technology utilized to support curriculum, instructions, and assessment integration and implementation? Teachers have been Google certified and use the Google classroom for assignments and interactive worksheets/quizzes for students to use.

Teachers are able to easily monitor Instructional Programs and track student work, assessment and progress through the management system of each program. The programs support and reinforce what is currently being taught or what has been taught in the classroom and teachers are able to better differentiate instruction to meet students' individual needs. The District provides SharePoint for the collaboration and resources teachers need to carry out their instruction.

Student Learning Strengths

Strengths:
PK-2: iPad
3-5: Chromebook
Teachers Google Certified

Online bundle testing to align with STAAR
KAMI Instructional Program for K-5
Educational Galaxy K-5
LEP Students each received headphones
Promethean Board for each classroom

Needs:
Tutors for Reading & Math for grades 3-5th grade
Tutors for 1st & 2nd in the area of Reading
Better Wifi Connectivity on campus
Tower not fully functional/1 mile radius
Studetns not reading on grade level
Need to close the learning gap caused by COVID and virtual learning in areas of Math and Reading
Test Taking strategies for students as they transition to online testing

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Provide additional trainings to teachers in the area of Reading specifically on closing the learning gap. **Root Cause:** Learning gap caused by COVID and virtual learning.

Problem Statement 2: Provide additional trainings to teachers in the area of Math specifically on closing the learning gap. **Root Cause:** Learning gap caused by COVID and virtual learning.

School Processes & Programs

School Processes & Programs Summary

CNA SCHOOL PROCESS

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

Teachers are provided instructional feedback follow up data on walkthroughs via Eduphoria/strive and with face to face/online debriefing as needed. Data performance is provided through grade level or department meetings. Our lead teachers are also utilized to compile data and report grade level performances. Overall, the administration tries to differentiate for teacher's based on their individual strengths and needs. Administration facilitates PLC meetings with teachers weekly and have Data talks to discuss action plans aimed at achieving student success. Some teachers are met with individually and are provided a coaching cycle with assistance planning with follow up walkthroughs and conferencing.

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

We have been participating in the UTRGV teacher job fair for two years now and only interview candidates who are fully certified in the areas of need (mainly bilingual). HR department will also send us a list of candidates who have submitted their application or resume who have already been screened by them and are considered highly qualified. Our teacher pay is also comparable/competitive to our neighboring districts and this has helped in the last few years.

3. What is our staff attendance rate? 98.6% Retention rate? 92% Turnover rate? 8%

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

Highly qualified applications come from the central office. Once in place school/campus staff interview based on campus needs. Then hired teachers are placed where they are needed and or are certified to teach. They are evaluated using Strive on Eduphoria and are given immediate feedback if standards are not met. Administration also assigns a mentor teacher to help and guide the newly recruited staff. All new teachers must follow state and district requirements. All DISD teachers are almost always offered ways to maintain their high-quality education, such as through achieving their masters through district initiative. All this information is taken into consideration when placing our teachers in the different classrooms.

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

In speaking with new teachers , transfer, returning they feel on their own. Unless they approach some in their team who might guide them they feel at ease.

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

New staff are supported by Colleagues/grade level team members. Colleagues/grade level team members help by sharing information and ideas. Grade-level teams collaborate on how they're going to implement lessons, which activities they are going to use, as well as instructional practices . Teams collaborate on technology being used as intervention and testing. Teams offer each other feedback and new ideas during our PLC's (Professional Learning Committees).

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

TTESS, SLOs, walk-throughs, and observations by administration are just a few of the many systems in place to build capacity and support the notion of continuous improvement. We receive monthly data reports from the district showing our students' usage and progress in their programs. We administer progress monitoring exams, as well as, Beginning of the Year, Middle of the Year, and End of the Year exams. We also use Istation reports and bundle test scores (six weeks exams) to check for growth. Teachers and administrators have weekly, PLC, Grade Level, team leader, and staff meetings. DISD staff are provided with various professional development opportunities.

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

BOY, use Imagine Learning. First year to use it. Had to have professional development to understand data and how to retrieve it. Teachers will be attending the Notice and Note training throughout the summer to help teachers provide differentiated instruction for writing. The district offers various trainings on Bilingual Education such as Bil

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

District requires mandatory training for certain subjects. We also get to choose Professional Development offered through Region 1 based on our personal interests.

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

Staff has attended Donna school based district professional development such as : Biliteracy Technical Assistance Guided Reading, Bilingual / RLA Notice & Note, Write Now! Using Writing Instruction in Virtual Classrooms to Support ELs, Instruction in Integrated English Language Development, SCIENCE - TEA Science Safety Training for Elementary, Math - 2nd Grade M.E.E.T.S: Looking Deeper into Addition/Subtraction Problem Solving, TELPAS Online Test Administrators Training, TELPAS Administrative Procedures and Security Training, MOY LPAC Training, Martha Morales Writing Training, and Professional Learning Community. These training sessions are geared to assist and enhance the students' learning in reading, writing, math, science, and social studies daily progress.

Implementation is monitored through walk-thrus, lesson plans, and T-Tess evaluations. Educators are using, providing, and sharing their ideas and views of their progress successes and challenges. Student performance has increased with constant practice. Educators can use individual assessment scores and refer to their previous professional development recorded videos.

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

The parent center and classroom educators utilize daily logs, surveys, and opportunities to raise concern. These are utilized to support student learning. Flyers are sent out from the parent center and the library in our district to support parent activities such as job fairs, food nutrition programs, literacy night, Read Across America, and clinics for health and wellness. All parents, students, educators, and district staff are welcomed and involved. Parents, students, staff, and educators have multiple opportunities to establish patterns of learning success.

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

Due to Covid, this year, families have not been very active in school decision making. However, every six weeks parents are given a survey which allows them to make the decision for their child on whether or not to send them into class or keep them home. Parents are invited through Zoom meetings to attend any important meetings.

13. What types of services are available to support families, community members, and students to encourage healthy family relationships?

- Federal funds available to help families in need of uniforms
- Online Parent meetings through the Parent Center
- One of the services being offered this year was Communities in Schools which helps our students.
- Resource available to families are on the District MOU list. It is a list of places or organizations that can help the families by providing services. This resource helps families that are having issues at home.

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

The other language other than English at Muñoz Elementary is Spanish. Notes/letters going home are in English and Spanish to ensure that parents understand the information provided. Automated phone calls are done in both English and Spanish. Parent meetings are conducted in both languages.

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

Bilingual program, biliteracy program, migrant program, Special Ed., GT program, 504 program, RTI and Dyslexia.

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

Interviewed Mr. Sustaita and Mrs. J. De Leon

Workforce, Mujeres Unidas, Texas Tax Payer, Avance, MHP Salud, behavior health solutions, Communities in Schools, New Beginnings, Federal Program for uniform vouchers, and many more counseling services provided in the District M.O.U. Agencies referral choice list.

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

District/School provides teachers with technology conferences at the beginning of the year to train all teachers for remote learning. Examples of trainings, (Google classroom 101, Creating digital worksheets, keeping students engaged)

District/School provides bilingual training for educators who are trying to obtain Bilingual certification.

District/School provides courses in safety, training, and working through situations during the COVID-19 pandemic. District also provides vaccinations and information on teachers interested in getting the vaccine.

District/School provides materials necessary to maintain a clean environment (desk shields, face shields, hand sanitizers) that is safe for all students, teachers, and staff.

District/School provides a PLC platform for teachers to be able to plan effective meetings and collaborate with each other. Grade level meetings are held every Tuesday. Lead Teacher Meetings are held every Wednesday. Staff meetings are held on Thursdays. The district also provides staff with on demand PD modules to help teachers throughout the year. These videos help to share new strategies and techniques teachers can then use in their own classrooms.

District/school provides teachers monthly subject meetings to clarify the TEKS being taught during each 6 weeks. Strategists meet with teachers from the same grade level and provide feedback, academic resources and teacher to teacher collaboration with other experienced teachers. During these meetings the strategist also provides the support for accommodations such as scaffolds and differentiated material. Meetings are held online virtually through Google Meets or Zoom giving teachers access and opportunities to log in.

District has provided resources for teachers that are already made and ready for virtual use. Curriculum has been updated for remote learning. Strategists have included different programs that are available to the teachers such as (Quizizz, Kahoot! Kami, Jam board, Quizlet, Google Slide Worksheets)

District/School provided a Chromebook/IPad for every student. Students who had internet issues were given hotspots for internet access at home. District

18. What does the data reflect about classes, schedules, and student/staff teams?

COVID-19 and Virtual learning have shifted everything for this 2020-2021 school year.

Classroom attendance for in person learning went from 25 students to at least 5 or 6 students per homeroom. Some teachers have 10 to 12 students in a classroom.

Parents are hesitant to send their child to school because of the Covid-19 pandemic. Parents feel that it isn't safe enough yet for their child to return back to campus. As a result, students that are in class learning are outperforming students that are working from home.

Staff is spending an unusual amount of time connecting students, trying to contact parents and redirecting students at home. Some parents have been helpful and others have not been responsive.

Class schedules do not give students enough time to work asynchronously on their computer programs. Teachers are trying to find time to have students work on computer programs either during lunch or intervention.

Increase of Teacher absences due to either Covid-19 or any illness has caused the loss of student instruction. Grade level team members have to pull their part to help minimize the loss of instruction.

Student attendance is low, some students that have chosen to be in class only show up a few days of the week. Some students are consistent, while other students show up every other day. This has caused the attendance to be lower than what it was last year.

19. How is adequate time devoted to subjects in which students perform poorly?

The daily schedules provides the following minutes in each subject area:

Reading

Grade	Minutes	Intervention	I station/Imagine Learning
PK	90	60	45/60/90
K	90	45	45/60/90
1st	90	45	45/60/90
2nd	105	30 ELD/SLD	45/60/90
3rd	105	30	45/60/90
4th	75-90	30 ELD/SLD	45/60/90
5th	75-85	25 (Pair)	45/60/90

Math

Grade	Minutes	Intervention	Imagine Math
PK	90	60	90 (Weekly)
K	90	45	90 (Weekly)
1st	90	45	90 (Weekly)
2nd	90	30 ELD/SLD	90 (Weekly)
3rd	105	30	90 (Weekly)
4th	75	30 ELD/SLD	90 (Weekly)
5th	60-80	25 (Pair)	90 (Weekly)

Writing

Grade	Minutes	Intervention
PK	90 (RLA)	60
K	90 (RLA)	45
1st	90 (RLA)	45
2nd	105 (RLA)	30 ELD/SLD
3rd	105 (RLA)	30
4th	75	30 ELD/SLD
5th	60 (Pair)	25 (Pair)

- Munoz is one of the Top 3 campuses completing the 90 minutes and showing growth.
- Some teachers provide intervention during their planning and conference periods.

- Some teachers incorporate computer-based intervention programs into their small-group instruction.
- Students are using computer-based intervention programs during asynchronous learning and during breakfast and lunch time.
- Teachers are monitoring and rewarding students who meet their goals.
- Small group instruction during asynchronous learning
- Extended Day (Conference Tutorials-3 teachers)
- Migrant Tutor (1)
- Intervention Period included in Daily Schedule (PK-5th)
- Guided Reading-No longer included as a separate period

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

Teachers have a voice in decision making policies by being stakeholders in the following:

Lead Teachers: A lead teacher is selected to represent every grade level. Weekly meetings are held with administration to disseminate information and to make decisions on academics and campus activities.

Staff Meetings: Staff meetings are held weekly. Information is disseminated and staff members have the opportunity to contribute to decision making or voice any concerns they may have.

CLPAC: All team leaders are part of the CLPAC that meets regularly with the principal to decide on school related issues and school policies. Members of the CLPAC committee represent our campus at the district level (DLPAC) and disseminate information to campus personnel. They gather input from the campus and report back to the district as needed (e.g. District calendar)

CNA: School personnel actively participate in the CNA process. They answer questions and determine strengths and weaknesses and then make recommendations to address any needs.

21. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole? Interviewed: Mrs. Angulo

When it comes to bundles/district exams and state exams the district decides what assessment to use but for informal assessments the teachers can use what they create to evaluate their students.

22. Do school committees and decision-making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems? (Interviewed teachers
PLC Meetings (Mondays)- Group of teachers with administrators meeting weekly and discussing modules and data. - Online

Grade Level Meetings (Tuesdays): Group of teachers collaborate with principal and other administrators on different situations and brainstorm ideas/solutions to different problems/situations, school environment and academic improvement. - Online

CLPAC (Campus Level Planning and Decision Making Committee) (Wednesdays): lead teachers, administrators, and sometimes librarian, counselors have schedule meetings to discuss and share ideas and important information from each grade level to make aligned decisions on upcoming events. - Online

DLPAC- (Once every month) from our campus: Ms. Simack/ Mr. Alonso/ Mrs. De Leon- Mrs. Ofelia Alvarez and Mr. Rana are the ones that conduct the meeting and they discuss any concerns and vote for board topics.

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

Lower Grades

- Beginning of the Year (BOY)
- Middle of the Year (MOY)
- End of the Year (EOY)
- I-station
- Imagine Language and Literacy
- Imagine Math
- Amplify
- Bundle Testing

Upper Grades

- Bundle Testing
- Benchmarks
- I-station
- Imagine Math
- Imagine Language and Literacy
- Education Galaxy

School Processes & Programs Strengths

- Teachers are provided with immediate feedback during walkthroughs and assistance when needed.
- The Human Resources Department does an excellent job of recruiting fully certified teachers and screening them before recommendations for employment are made.
- There is a comprehensive program of checks and balances. Directors provide support and resources for teachers and grade levels work as a team and support each other.

- The district provides ongoing Professional Development to address student and teacher needs.
- Walkthroughs enhance teacher performance by providing constructive feedback.
- District/School provides resources for teachers that are already made and ready for virtual use. Curriculum has been updated for remote learning. Strategists have included different types of resources for teacher use.
- Math and reading are provided with 90-105 minutes.
- Teachers have a voice in decision making through grade level meetings, staff meetings, and CLPAC.
- Meetings take place weekly where teachers and administrators communicate important information regarding events and educational decisions.
- Different ways are accessible for monitoring, evaluating and renewing to meet the needs of all learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not enough parent and community involvement **Root Cause:** Not enough opportunities are provided for parents to be involved in their child's education. The school has not reached out to local businesses to create partnerships.

Problem Statement 2: Not all teachers are bilingually certified. **Root Cause:** The district hires teachers without bilingual certification. Some teachers who have been with the district for years are not required to get their bilingual certification while others are not due to different circumstances.

Problem Statement 3: Teachers who are reassigned do not get the adequate training for the new grade level prior to the following school year. **Root Cause:** Teachers are not given enough time to prepare when reassigned to a different grade level or subject.

Problem Statement 4: There is a lack of formal mentorship for new or beginning teachers. **Root Cause:** Neither the district nor the campus has implemented a formal mentoring program.

Problem Statement 5: Lack of in-depth training and no adequate follow-up training **Root Cause:** District/directors do not schedule follow-up training and/or teachers fail to seek training.

Problem Statement 6: Not all communication with parents/community is in both English and Spanish. **Root Cause:** Not communicating in Spanish on social media or on the school marquee.

Problem Statement 7: GT students are not challenged and supported in the classroom. **Root Cause:** Teachers focus on students who are lacking basic skills.

Problem Statement 8: Lack of student attendance throughout the school day. **Root Cause:** Covid pandemic and parents' failure to monitor their child's attendance.

Problem Statement 9: Daily schedule needs to include asynchronous instruction in all grade levels. **Root Cause:** Some grade levels have not included this time in their schedules.

Problem Statement 10: Lack of representation during staff meetings by paraprofessionals and support staff such as custodians and cafeteria personnel. **Root Cause:** Meetings are not held for these groups on a regular basis.

Problem Statement 11: The educational community including staff and parents lack training in remote learning. **Root Cause:** The Covid pandemic forced the school community to utilize remote learning platforms for communication and educational purposes.

Perceptions

Perceptions Summary

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

Based on survey data, 60% of students described the school climate as Good while 30% of the students described it as excellent. In comparisons to staff, 50% described the school climate as Fair, 33.3% as Good, and 16.7% as Very good. This shows that students have a higher perception regarding school climate than staff members.

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

Due to the pandemic, teachers have transitioned to virtual teaching. Teachers have incorporated the use of different engaging platforms like Quizizz, Jamboard, and Pear deck, also the use of virtual field trips, and making connections to real world issues, etc. to keep students engaged and provide a more diverse learning environment. This new avenue of learning gives students the competitive edge to not only learn in a different way, but also complete assignments using their own tools, creativity, and provided resources to create a final product. Therefore, students and staff are collectively aligned to the vision and mission statement in that it provides a rigorous and supportive learning environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students.

3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner? (*Demographics)

Sixty five percent of students rate the attitudes, respect, relationships, and support aspects, etc. as good and 30% as excellent, leaving only a mere 5% that are not satisfied. Eighty-four percent of staff members rate the previous as 52.6% good, 21.% very good, and 10.5% excellent. Only 15.8% of staff members described this as fair or poor showing that for the most part staff members and students have an overall positive outlook when it comes to respect, relationships, support, and attitudes. Data was collected using both groups of students, 62% from students at school and 38% from students working virtually from home.

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

Based on our survey data, 84.19% of teachers rate their student discipline as Good, Very Good, or Excellent. Student behaviors on the contrary, shows that 50% of teachers rated student behavior as Fair while the other 50% was distributed between Good, Very Good, and Excellent. This shows that even though discipline is rated well overall, student behavior is not portrayed as good when it comes to working virtually. There are many obstacles on student learning, for example not participating in class discussion, having cameras off during classroom instruction, not turning in assignments on time, etc.

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

According to our survey, 75% of students feel physically safe with another 17.5% feeling somewhat safe. Sixty-seven percent of staff members feel safe while an extra 16.7% felt very safe. This supports that the campus has done a good job of making sure a good majority of staff members and students feel safe while inside the facility.

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

According to a survey conducted, 39% of teachers agree with the statement, “Our campus is meeting academic expectations”, while 18% feel that our campus is not meeting expectations. 42% of teachers neither agreed or disagreed with the statement.

Most teachers (91%) agree that staff on campus treat each other and students with respect and demonstrate appropriate social behavior set by the campus and the district. 6% disagree with that statement while 3% neither agree nor disagree.

30% of teachers surveyed think that there are not enough extracurricular activities while 24% feel that there are. 46% neither agree or disagree.

52.5% of students said they complete their work all the time, 25% said that they complete their work sometimes, and 22.5% say they complete their work only sometimes.

50% of students said that they would like for their to be more extracurricular activities while the other 50% said there were adequate extracurricular activities.

55% of the students indicated that students at Munoz Elementary respect each other all the time, 40% said sometimes, and 5% say that students do not respect each other.

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

According to the survey, students at home are more satisfied with school's culture and climate than the ones in school. Although, the students in school feel safe and secure coming to school everyday. The students at home would also like to come back to school as soon as things get back to normal. The comparison to absences is that the students who come to school hardly ever miss unless they have a doctor's appointment. Students are not counted tardy this school year. Behavior has been better due to students being virtual and 6 ft. apart with masks, shields, and desk shields as well.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? (*School Process and Student Learning)

-Proper classroom management creates an ideal environment for learning. ... This kind of environment enhances learning, as well as social/emotional development. Managing a classroom is more than simply establishing a set of rules. It takes a school-wide effort to create a positive classroom environment.

Everyone is an important part for the well execution, organization, and implementation of the management plan. (Teachers, Admins, TAs, and students).

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

-Consequences of gang membership, substance abuse, weapons, and other, may include exposure to drugs and alcohol, age-inappropriate sexual behavior, students drop out from school, difficulty finding a job because of lack of education and work skills, removal from ones family, imprisonment and even death.

The presence of gangs is correlated with levels of verbal, physical, and cyberbullying, general victimization and violence, particularly fighting. Apart from victimization, gangs also contribute to a number of perceived physical and social incivilities within the school.

Youth are most likely to join a gang during their teen years when parental significance and supervision are temporarily replaced by peer influence.

Some children and adolescents are motivated to join a gang for a sense of connection or to define a new sense of who they are. Others are motivated by peer pressure, a need to protect themselves and their family, because a family member also is in a gang, or to make money.

Gangs increase the levels of crimes in communities and schools, and set a bad example for kids in the area. They create an image of power and respect, when in reality they drop out of school, struggle with unemployment, abuse drugs and alcohol or end up in jail. Communities fear them because of the harm they can bring to others.

* Up until now here at MAP Muñoz we haven't had any situation of substance abuse, weapons, or gang related issues with our students.

* The students at Muñoz Elementary have access to counselors, admins and teachers in case they feel the need to talk about any of the issues mentioned. There are some students who participate in the program Community in Schools. The program's goal is to surround students with a community of support, empowering them to stay in school and achieve in life.

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved? (*Demographics & Student Learning)

This school year there are 2 extracurricular activities available to students, ACE and Book Club. The students involved are listed on the tables below. According to a survey sent out to these students' teachers, 45% of teachers say that students who are participating in extracurricular activities are more engaged in school than those who are not participating in extracurriculars, 41% say that they are equally engaged as those who are not involved in extracurriculars, and 14% say they do not perform better than students not involved with extracurriculars.

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

Our facility is currently in need of some renovations and upgrades. The building itself needs to be maintained and looks much older than it is. A new ventilation system is needed and was never installed properly. The school needs to look more inviting, by adding a nicer curb appeal. For the number of students, we currently have our school is not equipped with enough restrooms.

Creating a positive environment is necessary in order for teachers to teach effectively and for students to be receptive to learning. Facilities in good condition, including low noise levels, cleanliness, access to clean air and water, and absence of overcrowding are not only conducive to learning, but essential for student and staff overall health and well-being.

A well-maintained and safe physical environment fosters students' ability to learn, to show improved achievement scores, and to exhibit appropriate behavior.

12. How does staff feel about technology?

Covid brought tremendous challenges for staff and the district as a whole. Like everything else, it was a rough start at first but most staff have gotten accustomed to the new rigors. The lack of infrastructure at the district level has contributed to the frustrations. For example, the tower at Munoz was delayed for several months.

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

-Parents like everyone else have struggled and continue to struggle with the added burden of helping their students at home. The district has attempted to help but our Munoz parents face the additional burden of abject poverty. Records indicate that 61% of our students are back on campus. This would indicate that our parents feel comfortable with our campus. Most of our parents have responded well to our attempts to teach their children in the middle of a pandemic. We must continue to work together as a team with our parents.

Perceptions Strengths

Strength - Students and staff are aligned to the vision and mission statement.

Strength - Student and staff feel physically safe inside of the facility.

Strength- No signs of substance abuse, weapons, or gangs.
Students have access to staff in case they feel the need to talk.
Program located at school: Community in Schools.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The outside pavilion needs to be converted into an enclosed gymnasium attached to the building. **Root Cause:** As it stands now, weather and mosquitoes severely limit the days our students spend outside.

Problem Statement 2: An intercom system for the outside needs to be installed for emergencies. **Root Cause:** Two-way radios are the only communication with the coaches outside.

Problem Statement 3: The irrigation system around and in the school needs to be updated. **Root Cause:** Heavy rains flood the parking lot and allows water to flood the offices.

Problem Statement 4: We need another entrance with a paved driveway on the east side. **Root Cause:** Because our school is located on the corner of an extremely busy roadway.

Problem Statement 5: Accidents can happen since there are so many cords running throughout the classroom. **Root Cause:** Due to the implementation of 1:1 system, there is a great need for more outlets in the classrooms. Each classroom needs a cubby where the devices can be easily charged and stored.

Problem Statement 6: New tables and chairs that allow for social distancing are needed for the cafeteria. **Root Cause:** With previous lunch schedules there are too many students in the cafeteria at the same time.

Problem Statement 7: Restrooms for students need to be renovated including new sinks and doors. **Root Cause:** Students are having to wait for an extended amount of time when going to the restroom and this causes accidents.

Problem Statement 8: Contactless water fountains are needed for students. **Root Cause:** Continuation of Covid virus protocols.

Problem Statement 9: Security cameras need to be updated for all entrances. **Root Cause:** Lack of surveillance for staff and students.

Problem Statement 10: Many students are on campus during a pandemic. This large number puts a strain on our facilities. Teachers then have the additional burden of teaching students who are at home but are not under the supervision of the school staff. **Root Cause:** The majority of our parents at Munoz send their children to campus because they lack the resources at home and because they cannot afford to keep their children at home.

Problem Statement 11: The hybrid model has led to a lack of a school culture. There are no incentives to reward our top students. **Root Cause:** Social distancing prohibits most of our usual incentives but we need to think outside of the box so that we do not lose our identity as a campus. Students need to fell that their efforts are worthwhile.

Problem Statement 12: Our campus has struggled with engaging parents. Prior to the pandemic, we had zero parents involvement, no parents volunteers and very limited parent/family nights. **Root Cause:** Our previous parents coordinators have had little motivation to recruit parents. All of us, led by the administration, need to think of ways to increase our parent engagement.

Priority Problem Statements

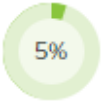
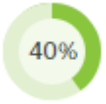
Goals

Goal 1: Munoz Elementary 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 district goals, state and federal passing standards. The campus will implement a biliteracy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 1: Munoz Elementary will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percent of K-5th grade students will increase each month to reach campus and district grade level goals.

Evaluation Data Sources: Istation

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Target Reading Levels-Each Teacher will provide effective and explicit Guided Reading Instruction and will target the five reading components based on data analysis to meet campus and district progress measures leading up to 90% and above of students reading on grade level. **Strategy's Expected Result/Impact:** ISIP Reading Levels, Running Records, District Bundle Assessments, State Assessments **Staff Responsible for Monitoring:** Administration, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- Comprehensive Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Munoz Elementary 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 district goals, state and federal passing standards. The campus will implement a biliteracy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: Bilingual/ESL: Munoz Elementary will increase the percentage of ELLs progressing one performance level on TELPAS and increase the amount of ELLs meeting state assessment requirements with reading level monitoring and an awareness of language, literacy, and content interdependence.

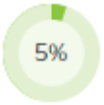
Evaluation Data Sources: TELPAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Language Acquisition: Campus will continue to follow the District Bilingual Biliteracy Model for grades PK-2nd and Early Exit Transitional Model for grades 3-5 as outlined by District Initiative. **Strategy's Expected Result/Impact:** TELPAS Benchmark Results, TELPAS Results, Reading Levels **Staff Responsible for Monitoring:** Administration, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5	5%	50%	55%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All teachers will consistently incorporate sheltered instruction strategies in their daily instruction in conjunction with LAT forms and TELPAS language proficiency descriptors each six weeks. **Strategy's Expected Result/Impact:** TELPAS results, STAAR results, Bundle results, ISIP, Reading Levels **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	5%	25%	40%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Language Objectives will be posted for each subject area teacher is teaching. Teacher will highlight the verbs and nouns of the objectives. Teachers will showcase, implement, and have students carry out the use of academic language and to ensure curriculum and instructional alignment. **Strategy's Expected Result/Impact:** ISIP Reading Levels, District Bundle Tests, State Assessments **Staff Responsible for Monitoring:** Administration, Teachers	5%	30%	40%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Students will be exposed to basic and academic vocabulary both in environment and by modeling in and out of their classroom. **Strategy's Expected Result/Impact:** TELPAS results, ISIP, Reading levels, Bundled results **Staff Responsible for Monitoring:** Administration, Teachers				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Munoz Elementary 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 district goals, state and federal passing standards. The campus will implement a biliteracy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 3: Literacy Media Center- To ensure the success of all students as effective creators and users of ideas and information, enabling them to become lifelong learners a Literacy Media Center will be established.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Literacy Events during and after school to continue to promote the importance of reading (including author's visits, battle of the books). Book Fair **Strategy's Expected Result/Impact:** Parent Invitation Flier, Sign In Sheets **Staff Responsible for Monitoring:** Administration, Librarian, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 3.1 **Funding Sources:** - Title I (211) - 12.6299 - $500, - Local (199) - 12.6498 - $200, - Library Account (898)	0%	20%	35%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Expand and update library resources to support curriculum. **Strategy's Expected Result/Impact:** Expenditure Report **Staff Responsible for Monitoring:** Administration, Librarian **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Local (199) - 12.6329 - $5,000	0%	0%	0%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Increase/improve opportunities to access library after hours. **Strategy's Expected Result/Impact:** Sign in Sheets **Staff Responsible for Monitoring:** Administration, Librarian, Library Clerk	0%	0%	0%	→

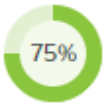
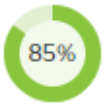
0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

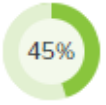
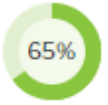
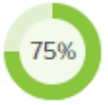
Goal 2: Munoz Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 1: The percentage of students in grades 3-5 who achieve meets and or masters performance level on the STAAR exam will increase from 26%-33%.

Evaluation Data Sources: District Assessments - Texas Assessment Conference STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide opportunities for staff development as needed and to support ALL staff in their content areas / departments, sheltered instruction, cooperative learning, technology integration's, and STAAR alignment for continued professional development including consulting and coaching services and materials needed for training's. CAMT, TASA, Tepsa. **Strategy's Expected Result/Impact:** Certificate of Completion, Travel Request **Staff Responsible for Monitoring:** Administration, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **- Comprehensive Support Strategy** **Funding Sources:** - Local (199) - 13.6411 - $2,000, - Local (199) - 31.6411 - $2,000, - Local (199) - 23.6411 - $800, - Local (199) - 11.6411 - $1,000, - Teacher/Principal (255) - 11.6411 - $6,541, - Teacher/Principal (255) - 23.6411 - $2,000, - Local (199) - 12.6239 - $400, - Local (199) - 23.6239 - $200, - Title I (211) - 13.6239 - $600, REGION ONE WORKSHOP - Title IV 289 - $600, - Teacher/Principal (255) - 1575.00				

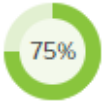
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Data Driven Instruction- Data Analysis, team planning, Administrative walk-throughs, and individual Teacher and Administrative conferences (data talks) will be carried out throughout the year to ensure data driven instruction. **Strategy's Expected Result/Impact:** ISIP, Running Records, TTM Reports, District Bundle Assessments, State Assessments **Staff Responsible for Monitoring:** Administration, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Academic Field Trips-provide students with opportunities to partake in academic field trips to enhance their learning via hands on experiences. **Strategy's Expected Result/Impact:** ISIP, District Bundle Tests,State Assessments **Staff Responsible for Monitoring:** Administration, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - State Comp.(164) - 11.6412 - $4,000, - Local (199) - 11.6412 - $4,000, - State Comp. (164) - 11.6494 - $5,000, - Local (199) - 11.6494 - $3,000	0%	0%	0%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Awards and Incentives- Provide various forms of student recognition and promotion of academic success in the classroom by teachers along with campus recognition. **Strategy's Expected Result/Impact:** ISIP, District Bundle Tests, State Assessments **Staff Responsible for Monitoring:** Administration, Librarian, Counselors, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **Funding Sources:** - Local (199) - 11.6498 - $4,300	0%	25%	45%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Print Rich Environment- Teachers will create print rich environments to promote vocabulary through the use of anchor charts, interactive word walls, word banks, student work and visual models. **Strategy's Expected Result/Impact:** ISIP, District Bundle Tests, State Assessments, Classroom observations/walkthrus **Staff Responsible for Monitoring:** Teachers, Teacher Assistants **Schoolwide and Targeted Assistance Title I Elements:** 2.6	40%	70%	85%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Content and Language Objectives will be posted for each subject area teacher is teaching. Teacher will highlight the verbs and nouns of the objectives for teachers to showcase, implement, and have students carry out the use of academic language and to ensure curriculum and instructional alignment. **Strategy's Expected Result/Impact:** ISIP, District Bundle Tests, State Assessments **Staff Responsible for Monitoring:** Administration, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Carry out all necessary student testing to ensure proper tracking, coding and demographic reporting **Strategy's Expected Result/Impact:** PEIMS snap shot report **Staff Responsible for Monitoring:** Principal Counselors PEIMS clerk Teacher of record **Funding Sources:** - Title I (211) - 11.6339 - $6,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide Teachers, Staff and the Campus with instructional resources and equipment needed to carry out quality instruction and daily operations. **Strategy's Expected Result/Impact:** Campus Needs Assessment **Staff Responsible for Monitoring:** Administration, Librarian, Office Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** - Local (199) - 11.6399 - $11,800, - Title I (211) - 11.6399 - $16,072, - Title III (263) - 11.6399 - $3,348, - State Comp.(164) - 11.6399 - $6,024, - Local (199) - 23.6399 - $2,000, - State Comp. (164) - 23.6399 - $3,000, - Local (199) - 11.6269 - $8,000, - Local (199) - 23.6269 - $9,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Create opportunities for students to explore and participate in the arts via musical performances and to partake in music lessons once a week. **Strategy's Expected Result/Impact:** sign in sheets of parents attending scheduled performances along with flyers documenting the date and time of the event **Staff Responsible for Monitoring:** Administration, Music Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** - Local (199) - 11.6399 - $2,000	45%	60%	70%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Establish Extra Curricular Opportunities by having a Campus Choir, Dance Team, Science Club and Robotics. Students will attend a variety of district and community rallies to show case the skills learned throughout the year. **Strategy's Expected Result/Impact:** club calendar of events **Staff Responsible for Monitoring:** Administration, Club Sponsors **Schoolwide and Targeted Assistance Title I Elements:** 2.5 **Funding Sources:** Robotics Kit - Title IV 289 - $400	0%	0%	0%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Tutors to assist with STAAR 90/60/30 goal in the areas of Reading (RLA) and Math. To include during school and after school. **Strategy's Expected Result/Impact:** Meet goal of 90/60/30 goal. **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Comprehensive Support Strategy** **Funding Sources:** - Title I (211) - ESSER III (282) - $80,496	45%	85%	90%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Establish Intervention campus where students can attend intervention in a center style setting. Students will be able to rotate from one activity to another all while in a more relaxed type of setting in order to help students close their instructional gaps. **Staff Responsible for Monitoring:** Campus Administration Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Intervention camps - Title I (211) - 211.11.6118 - $16,000	100%	100%	100%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 2: Munoz Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Bilingual: Munoz Elementary will increase the percentage of ELL students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will track BE (Bilingual Emergent/ELL) students and provide sheltered instruction strategies. **Staff Responsible for Monitoring:** District Assessments, Istation, Reasoning Minds / Imagine Math **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Bilingual tutors will provide small group instruction in the areas of reading to increase STAAR scores in the area of Reading. **Strategy's Expected Result/Impact:** STAAR scores will increase to meet our campus goals: Approaches: 90% Meets: 60% Masters: 30% **Staff Responsible for Monitoring:** District Bundles, Comprehensive, Istation **Schoolwide and Targeted Assistance Title I Elements:** 2.4 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum **- Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Munoz Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Advanced Academics: Munoz Elementary will increase the percentage of GT students who achieve MEETS and MASTERS on STAAR .

Evaluation Data Sources: STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide small group targeted and differentiated instruction for GT students during intervention. **Staff Responsible for Monitoring:** Schedules **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	0%	0%	0%	→

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

Goal 2: Munoz Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 4: Special Education: Munoz Elementary will increase the percentage of SPED students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

Evaluation Data Sources: STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide one to one tutoring to increase reading proficiency, fluency, and specific skill comprehension. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	0%	0%	0%	→

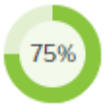
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 2: Munoz Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 5: Migrant: Munoz Munoz Elementary will increase the percentage of Migrant students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

Evaluation Data Sources: STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide one to one / small group tutoring to increase areas of STAAR accountability.				

  No Progress Accomplished Continue/Modify Discontinue

Goal 3: Munoz Elementary will create an instructional environment that will enhance the learning and academic performance of all students and create an awareness in order to increase the percentage of graduates demonstrating college/career/military readiness when they reach the high school level.

Performance Objective 1: Promote Awareness for students to understand the importance of graduating from high school and moving into a college/career/military path.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The following events will be carried out to promote academic success and to motivate students: career day, college week, and CTE presentations (Donna North HS CTE department) **Staff Responsible for Monitoring:** Counselors Teachers- Administrator **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Title IV 289 - $7,270, - Local (199)	0%	25%	80%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Munoz Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 1: Student Support Services: Munoz Elementary will ensure that students are psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior and nurture a positive climate to continuously build up students and their self-esteem. The emotional intelligence committee was established and began to meet. They will continue to meet throughout the school year to incorporate key components into a daily lesson.

Evaluation Data Sources: committee agendas, sign-in sheets
seems and euphoria referral and behavior logs reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Counseling Department will carry out character education lessons for students. **Strategy's Expected Result/Impact:** Reduction in referrals/incident, Student Survey **Staff Responsible for Monitoring:** Counselors	30%	60%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Implement the 3 R's - Be Respectful, Responsible and Ready to Learn with an emphasis on good manners. Good manners videos will be sent to the teachers each six weeks and will be shown to the students to consistently reinforce good manners. **Strategy's Expected Result/Impact:** Reduction in referrals/incident, Student Survey **Staff Responsible for Monitoring:** Administrators, Teachers, Counselors and Teacher Assistants	30%	40%	55%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Implement DAVE Curriculum, RED Ribbon campaign and Ripples computer software to assist with violence prevention and awareness. **Strategy's Expected Result/Impact:** PEIMS Discipline Report, Student Surveys **Staff Responsible for Monitoring:** Administrators, Counselors **Funding Sources:** SPEAKER-RED RIBBON WEEK/Motivational Speaker - Title IV 289	25%	50%	60%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Drop Out Prevention : Munoz Elementary will increase and maintain student and staff attendance rate to 98%.	0%	0%	0%	→

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

Goal 4: Munoz Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 2: Nursing/Health Services: Munoz Elementary will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 95% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide clothing vouchers **Staff Responsible for Monitoring:** Nurse, Counselors, Administration, Teachers	70%	80%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide vouchers for services, clothing, eye glasses, exams, etc. **Staff Responsible for Monitoring:** Nurse Counselors, Administration, teachers **Funding Sources:** 211.32.6499.00.114.24.0.00 - Title I (211) - 32.6499.00.114.24.0.00 - $1,000	0%	0%	0%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Munoz Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 3: Physical Education: The District will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for p.e. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Students will receive 4 out of 5 days of intensive physical exercise with the assistance of proper equipment. **Strategy's Expected Result/Impact:** Fitness Gram Results **Staff Responsible for Monitoring:** Administration, Coach **Funding Sources:** - Local (199) - 11.6399 - $2,000	40%	65%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: All students will receive education on health related topics. **Strategy's Expected Result/Impact:** Lesson Plans **Staff Responsible for Monitoring:** Coaches, Counselors	0%	30%	50%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Munoz Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 4: Risk Management: The campus will follow the district emergency operations plan to ensure the safety of all students, personnel, and visitors. Security measures and resources will be implemented and installed to enhance school safety.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement Emergency Operations Plan at Munoz Elementary when responding to a variety of incidents and emergencies that affect the campus and district. **Strategy's Expected Result/Impact:** Ensure the safety of all students, personnel, and visitors. **Staff Responsible for Monitoring:** Administration, Incident Management Team	35%	65%	75%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: Munoz Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities, and ensure a positive campus climate to promote increased student achievement.

Performance Objective 1: Human Resources: Munoz Elementary will maintain a 100% highly qualified status for the staffing requirements of the No Child Left Behind Act (NCLB)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Maintain a positive campus climate by incorporating special events such as socials, celebrations, and employee recognition for employees to partake in. Using staff activity account to purchase staff item (ex: shirts, snacks, lunch, etc.) **Strategy's Expected Result/Impact:** Campus Climate Survey **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local (199) - 23.6498 - $2,000, - Local (199) - 23.6499 - $1,500, - Faculty Account 897	0%	50%	65%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Munoz Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities, and ensure a positive campus climate to promote increased student achievement.

Performance Objective 2: Custodial Department: Munoz Elementary will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning at least once a day.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Purchase necessary items, furniture and supplies to ensure a clean and organized conducive learning environment **Staff Responsible for Monitoring:** Custodians, Administration **Funding Sources:** - Local (199) - 51.6319 - $900, - Local (199) - 23.6395 - $4,200	80%	80%	85%	→

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

Goal 5: Munoz Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities, and ensure a positive campus climate to promote increased student achievement.

Performance Objective 3: Technology Department: Munoz Elementary will provide all classrooms, labs, and instructional areas with the necessary equipment to utilize and integrate technology into daily instruction along with offices to ensure proper daily operations.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Maintain and purchase instructional technology programs and equipment for the campus, classroom, and offices to carry out effective classroom instruction and daily operations. **Strategy's Expected Result/Impact:** Technology Star Chart **Staff Responsible for Monitoring:** Principal, Librarian, Teachers, Lab Manager **Funding Sources:** - Local (199) - 11.6395 - $4,000, - State Comp.(164) - 11.6395 - $6,000, - Title I (211) - 11.6395 - $2,000	0%	0%	0%	→

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

Goal 5: Munoz Elementary will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities, and ensure a positive campus climate to promote increased student achievement.

Performance Objective 4: Maintenance Department: Munoz Elementary will ensure that all maintenance work orders are placed and carried out.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will periodically review outstanding work orders and projects to ensure that the campus is adequately maintained for daily operations. **Staff Responsible for Monitoring:** Head Custodian Campus Secretary Assistant Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Munoz Elementary 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: DLPAC and CLPAC: the District will maintain 100% of the required members in both District and Campus Level Planning and Advisory Committees to overs all improvement activities at least 5 times per year.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will hold monthly CLPAC meetings and ongoing communication with the campus department leads via email, social media, etc. **Staff Responsible for Monitoring:** Sign In sheets Agendas	0%	45%	60%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 6: Munoz Elementary 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: Maintain clear and consistent communication with each department and team member of the organization (CLPAC, leads, grade level, departments, etc.)

Evaluation Data Sources: Sign In Sheets
Agendas

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will carry out monthly meetings with each department or more as needed to ensure consistent and effective communication on campus operations, goals, and strategies. **Staff Responsible for Monitoring:** Agendas Sign Ins				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Munoz Elementary 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: Maintain clear and consistent communication with parents.

Evaluation Data Sources: Sign In Sheets
Agendas

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Carry out principal and parent round table meetings each six weeks.	0%	0%	0%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Implement social media public relations via social media and campus web page to provide information and obtain immediate parent feedback.	75%	85%	90%	100%

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

Campus Funding Summary

Bilingual (162)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$40,570.00
				+/- Difference	$40,570.00

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	3		11.6412	$4,000.00
2	1	3		11.6494	$5,000.00
2	1	8		11.6399	$6,024.00
2	1	8		23.6399	$3,000.00
5	3	1		11.6395	$6,000.00
				Sub-Total	$24,024.00
				Budgeted Fund Source Amount	$39,215.00
				+/- Difference	$15,191.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1		12.6498	$200.00
1	3	2		12.6329	$5,000.00
2	1	1		13.6411	$2,000.00
2	1	1		31.6411	$2,000.00
2	1	1		23.6411	$800.00
2	1	1		11.6411	$1,000.00
2	1	1		12.6239	$400.00
2	1	1		23.6239	$200.00
2	1	3		11.6412	$4,000.00
2	1	3		11.6494	$3,000.00
2	1	4		11.6498	$4,300.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	8		11.6399	$11,800.00
2	1	8		23.6399	$2,000.00
2	1	8		11.6269	$8,000.00
2	1	8		23.6269	$9,000.00
2	1	9		11.6399	$2,000.00
3	1	1			$0.00
4	3	1		11.6399	$2,000.00
5	1	1		23.6498	$2,000.00
5	1	1		23.6499	$1,500.00
5	2	1		51.6319	$900.00
5	2	1		23.6395	$4,200.00
5	3	1		11.6395	$4,000.00
				Sub-Total	$70,300.00
				Budgeted Fund Source Amount	$65,970.00
				+/- Difference	-$4,330.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1		12.6299	$500.00
2	1	1		13.6239	$600.00
2	1	7		11.6339	$6,000.00
2	1	8		11.6399	$16,072.00
2	1	11		ESSER III (282)	$80,496.00
2	1	12	Intervention camps	211.11.6118	$16,000.00
4	2	2	211.32.6499.00.114.24.0.00	32.6499.00.114.24.0.00	$1,000.00
5	3	1		11.6395	$2,000.00
				Sub-Total	$122,668.00
				Budgeted Fund Source Amount	$51,723.00
				+/- Difference	-$70,945.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1		1575.00	$0.00
2	1	1		11.6411	$6,541.00
2	1	1		23.6411	$2,000.00
				Sub-Total	$8,541.00
				Budgeted Fund Source Amount	$1,575.00
				+/- Difference	-$6,966.00

Faculty Account 897					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	$1,000.00

Library Account (898)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,000.00
				+/- Difference	$1,000.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	REGION ONE WORKSHOP		$600.00
2	1	10	Robotics Kit		$400.00
3	1	1			$7,270.00
4	1	3	SPEAKER-RED RIBBON WEEK/Motivational Speaker		$0.00
				Sub-Total	$8,270.00
				Budgeted Fund Source Amount	$400.00
				+/- Difference	-$7,870.00
				Grand Total Budgeted	$201,453.00
				Grand Total Spent	$233,803.00
				+/- Difference	-$32,350.00

Donna Independent School District

J.P. Lenoir Elementary

2021-2022 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

According to the data there are currently 384 students enrolled. When looking at data from the previous school year there is a decrease in enrollment of 27 students. Over all our campus is predominately Hispanic. The current breakdown is 99.48% Hispanic, 0.26% white, and 0.26% Black or African American.

Enrollment in special programs is currently as follows: There are 31 students in special education which reflects a decrease of 8 students. There are 126 students in the bilingual program which when compared to last year indicates a decrease of 14 students. The migrant program has also seen a decrease in enrollment going from 23 students to 15 students enrolled this year. The GT program is the only program that has seen a slight increase. There are 30 GT student there were previously 23. In previous years the data reflected an upward trend in enrollment. This trend may be attributed to our low enrollment count.

Our campus has 342 students identified as at risk. Of this number 342 are economically disadvantaged,103 are LEP, 13 are homeless and 17 have been retained at least once. These factors contribute to a higher mobility rate and drop out rate.
The mobility rate for our campus is at 11.6% which indicates that 88.4% of our campus is stable.

J.P Lenoir Elementery has a total of 57 staff members. Staff members are 98.25% Hispanic and 1.75% Pacific Islander. There are 26 teachers. All teachers are highly qualitfied and 21 teachers are bilingual certified. The majority of our teachers have between 6-10 years or more of teaching experience. The teacher/student ratio is relatively low and averages at about 1:16. There are 12 paraprofessionals/support staff. All of our paraprofessionals are certified as educational aides through SBEC or have completed the requisite amount of college hours. This data indicates our staff is fully trained and able to meet student needs and learning objectives as does the low teacher/student ratio.

Demographics Strengths

1. 1. All teachers are highly-qualified.
2. The majority of our teachers are bilingual-certified
3. Low teacher/student ratio
4. Migrant tutor available.
5. After School Saturday Tutorials

Problem Statements Identifying Demographics Needs

Problem Statement 1: Low student enrollment **Root Cause:** The majority of our student population is economically disadvantaged which contributes to the mobility rate as they move in search of better opportunities.

Problem Statement 2: There is a growing need for tutors that can provide one to one instruction across all populations. **Root Cause:** Student learning has suffered temendously due to pandemic.

Problem Statement 3: We are currently in need of devices, protective covers, and digital material. **Root Cause:** The pandemic has made online instruction along with everything that entails necessary.

Student Learning

Student Learning Summary

Due to the COVID-19 pandemic, data for the 2019-2020 school year was insufficient as state testing was cancelled. Data from the 18-19 school year was utilized to measure growth which provides unreliable data as the student population and mode of learning changed drastically. Data was collected from a variety of sources such as STAAR, Istation, and TELPAS. However, the following demonstrate how the data compares from 2017-2018 to 2018-2019 which should indicate the rate of growth.

As per STAAR data, 3rd showed an increase in percent passing for Reading in all categories (approaches, meets, masters). 4th grade showed a decrease in Reading and Writing but an increase in Mathematics overall. As for our LEP population, there was a decline in percent passing in 3rd and 4th ELAR, and in 5th Math and Science. Percent passing increases for the LEP population were noted in 3rd and 4th grade Math, and 5th grade ELAR. Our migrant population demonstrated growth in 4th grade Math, and 5th grade Reading and Science. Our Special Education population demonstrated growth in all testing subjects across all tested grade levels. Students are benefiting from interventions such as after school tutorials, migrant tutoring, small group instruction, and Saturday Camps.

TELPAS data from the 2028-2019 school year, demonstrated an achievement gain of 58% overall for all grade levels K-5.

Student Learning Strengths

- District purchased programs such as Imagine Learning, Imagine Math, and Istation provide clear data to utilize when creating intervention groups.
- District curriculum, bundles, and benchmarks are directly aligned to TEKS, evidence is provided through AWARE which shows how the data aligns with TEA standards.
- Data gathering through AWARE allows teachers to prepare for RTI and differentiated instruction.
- Clever one-stop shop facilitates assigning students activities through district approved apps.
- Improved scores in special populations to bridge the academic gap.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who are not engaged in remote learning are those with inadequate internet access. **Root Cause:** Delay in WIFI towers going up, insufficient signal strength emitted from district free WIFI.

Problem Statement 2: Online programs assigned by the district are overwhelming and do not provide students with enough time to meet the recommended minutes per week. **Root Cause:** Students are disengaged and not completing classroom assignments and homework on time which interferes with time needed to participate in programs.

Problem Statement 3: Technology hardware and software requires improvement, ie: chargers, headphones, ceiling power cords, Jamf Pro). **Root Cause:** Parents do not want to pay for replacement hardware, lack of funding for sufficient replacement parts, delayed turnaround time for fixing tech issues on student devices.

School Processes & Programs

School Processes & Programs Summary

Teaching during a pandemic has been stressful and packed with challenges, no doubt, but overall, teachers and staff have shown resilience and strength as a team. All teachers are highly qualified and are provided with resources to flourish such as new teacher mentors, professional development and professional learning communities. With zero teacher turnover in the last year, and 100% staff retention, our campus has demonstrated that we can band together in times of strife.

Our campus also has policies in place to ensure that our special populations receive services and interventions needed based on teacher and professional assessments. The parental and community involvement program offers an array of resources and opportunities for our parents to learn and grow. Services such as nutrition classes, technology training and help with registration are all offered free of charge to any interested parent. There are also many campus and district committees that allow our staff, students and parents to have a voice in decision making.

This has been an interesting year for assessments and curriculum being that Covid-19 turned everything upside down. Although we have minimal state assessment data, our district has developed a robust curriculum that incorporates virtual learning as well as in-person instruction. Our data does suggest a downward trend on achievement in all core subject areas of math, reading, writing and science and suggeest that rigourous intervention will be needed.

The year has come with its challenges as well, particularly on the topic of planning time. With increased occurrences of meetings required by the district, separate departments and our campus, teachers have experienced a significant reduction in their allotted time to plan for effective instruction.

On the technology aspect of teaching, there has been a noticeable need for our campus to develop a method for vertical alignment of technology and software to ensure that teachers, parents and students are given the appropriate tools to succeed and be familiar with the devices and applications they are using.

Lastly, with the vast majority of students attending school virtually, it is necessary for more accountability and participation from parents and their children learning from home.

School Processes & Programs Strengths

Strengths:

- Zero Teacher Turnover
- Robust virtual and technology trainings offered district-wide to educators in preparation for virtual instruction
- Strengthened rapport and communication between campus and involved parents with an overall deeper sense of community among staff members.

Needs:

- Significantly decreased planning time during the school day due to drastic increase in campus, district or departmental meetings.
- Campus-wide integration of and further training in required programs for students, parents and teachers.
- Increase parental involvement and accountability for their child’s performance.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A large percentage of parents are not actively involved in their child's learning. **Root Cause:** There is a lack of incentives for the student and the parent to be more involved such as: Increased Performances Clubs Competitions Extra Curriculars Ace Program Latchkey All with stipends to staff to ensure high quality involvement from all participants.

Problem Statement 2: There is a lack of comprehension of the technology offered to teachers, students and parents during online learning and a lack of relevant professional development for teachers leading to frustration and lack of effective teaching. **Root Cause:** There are too many required programs available for students to use, not enough time to learn each program effectively and not enough useful professional development. Additionally, students and parents are not provided with enough time to get familiar with these programs in an environment that places emphasis solely on understanding how to navigate them.

Problem Statement 3: There is a dramatic increase in the number of staff meetings where attendance is mandatory resulting in a drastic reduction of time allotted to effectively plan and prepare for classroom instruction. **Root Cause:** Meetings have increased due to the assumption that staff is readily available and free via video conference. Additionally, other avenues of communication (email, text, announcement, memo) are sometimes overlooked and teacher planning times are not honored.

Perceptions

Perceptions Summary

LeNoir Elementary School community is dedicated to providing a positive climate and culture learning environment to ensure that all students grow to their full potential academically, socially, and emotionally. All staff is committed to providing a safe and nurturing environment conducive to learning to promote high expectationsfor academic success. At LeNoir Elementary, our mission is to provide the highest quality education in a structured, safe, positive, and challenging environment for all students and staff. Our priority is student success.

Students at LeNoir Elementary are well behaved. Because teachers develop their classroom rules and procedures at the beginning of the school year, there are minimal school disruptions that involve student misbehavior or bullying. Campus rules and expectations are explained to parents when teachers meet with them to discuss the Parent/Student/Teacher Compact.

Perceptions Strengths

1. Students and staff feel safe, comfortable, and welcomed.
2. Established and monitored new safety protocols; Dr. Owl app., temperature check stations, sanitizing stations, PPE, and social distancing guides.
3. Students are aware of and acknowledge the campus vision and mission and staff exemplify it.
4. The school provides various methods of communication to parents including social media platforms.
5. Student/Class/Grade Level recognition for academic excellence and attendance.
6. Extracurricular activities such as Student Council, Art Club, Drum Corps, Tech Club, Chat Club, and Coffee Club.
7. Administration team is viewed as strong and supportive.
8. Monthly school calendars are provided to parents which helps keep them informed of all upcoming school events.
9. CLPAC meetings that promote collaboration and valued input from the parents on what works best for LeNoir students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students feel overwhelmed with the excessive required online programs. **Root Cause:** Students are required to meet an expected time of usage for six to seven online programs.

Problem Statement 2: Teacher planning/conference period. **Root Cause:** Teachers are actively monitoring students in the classroom during grade level meetings, parent/teacher conferences, and grade level planning meetings.

Problem Statement 3: Parent/Student attendance and academic accountability (remote learners) **Root Cause:** COVID-19 impact to instruction.

Problem Statement 4: Limited parental involvement. **Root Cause:** COVID-19 impact.

Priority Problem Statements

Goals

Goal 1: JP LeNoir 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 1: JP Lenoir will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percentage of K-2 students reading on or above grade level will increase by 4%.

Evaluation Data Sources: iStation, STAAR and STAAR EOC, TELPAS, PBMAS

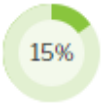
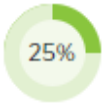
Summative Evaluation: Met Objective

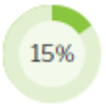
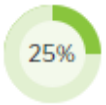
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading level or make a 2 years growth in reading level if student is below grade level. **Strategy's Expected Result/Impact:** Reading Levels ans STAAR Academic Outcomes **Staff Responsible for Monitoring:** Asst. Supt. For Curriculum and Instruction, ELAR, Bilingual, & Library Services Directors, Campus Principal, Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Teachers Operating Leases - Local (199) - * - $15,000, Librarian Operating Leases - Local (199) - * - $300, Front Office Operating Leases - Local (199) - * - $2,000	10%	15%	25%	

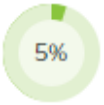
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding STAAR standards per core content area. **Staff Responsible for Monitoring:** Campus Principals, Curriculum Specialists, Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	20%	

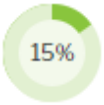
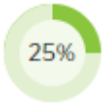
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, 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 Principals, Curriculum Specialists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5	10%	15%	20%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources that promote healthy lifestyle choices which lead to student achievement. JP LeNoir will provide students and all stakeholders with a safe and nurturing school environment that supports academic success for all core content areas and all student populations (STAAR Resources, warehouse supplies, textbooks, fence art/ counselor/teachers/librarian/Administrators supplies, GT supplies, phonics kits, computer programs (Galaxy) and consulting services (PT and OT). **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, TELPAS, & PBMAS.) **Staff Responsible for Monitoring:** Campus Administration, Asst. Supt. for Curriculum and Instruction, and Core Content Directors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Library Magazine subscription fees - Local (199) - * - $300, Library Supplies-School Theme - Local (199) - * - $400, Ink Cartridges for printers, CS Printer, laptop/camara/projector for staff meetings, shredder, office supplies, and Plan4Learning Program.. - Local (199) - * - $10,000, Teacher Office Supplies / Education Galaxy - State Comp.(164) - * - $5,120, Testing Materials- Dictionaries* - Title I (211) - * - $0, Teacher Supplies / Software Renewal & Supplies - Title I (211) - * - $6,100, *Parent Center: Com Binding Machine, Poster Maker, film, Cricut Machine, and Paper cutter. - Title I (211) - * - $600, Teacher Supplies - Local (199) - * - $1,000, Teacher Supplies - Title III (263) - * - $1,760, Anti-Bullying and Red Ribbon Week Presentations - Title IV 289 - * - $1,000, Counselor Supplies, posters, banners, fence art, etc... - Title IV 289 - * - $2,080, Counselor Travel - Title IV 289 - * - $0	5%	10%	15%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide research based staff development and conferences aligned to performance data 5 measured by District, State, and Federal accountability indicators to include response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELL's, research based instructional strategies for, classroom management, and discipline (teaching) for appropriate behavior including resources and supplies for teachers, librarian, music teacher, p.e. coach, counselor, and administrators. **Strategy's Expected Result/Impact:** Professional Development District Plan, 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. 66% **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, District Staff Development Coordinator, Campus Administration, Head Teachers, Technology Director, and Bilingual Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Music Teacher and Coach Conference - Local (199) - * - $500, Region I Trainings for Teachers - Teacher/Principal (255) - $400, Reading Materials- Teachers PD - Teacher/Principal (255) - * - $682 , Abydos, TEPSA, and Summer Conferences - Teacher/Principal (255) - $550, TEPSA, ABYDOS, Martha Morales Conferences - Title I (211) - * - $2,000, Region One Trainings for Teachers - Title I (211) - * - $1,000, Region I Trainings for Principal* - Title I (211) - * - $500, Principal / CS TEPSA/Technology Conference* - Title I (211) - $600, Texas Assessment Conference (TASA) - Teacher/Principal (255) - 23.6411 - $1,500				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, District Strategists, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Improve supports to struggling learners by improving interventions, resources, and training during the instructional day, Saturday Tutorials/Camps, after school tutoring including transportation expenses for title one and migrant students and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. **Staff Responsible for Monitoring:** Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, District Strategists, RTI Coordinators, Bilingual Director, Asst. Supt. of District Operations, and Asst. Supt. for Curriculum and Instruction. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** After school and Saturday Tutorials & Fringes - State Comp.(164) - * - $0, Testing Resources - State Comp.(164) - * - $1,000, After School Tutoring / HB4545 - ESSER III (282) - $44,300				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Implement district initiatives such as Plan4Learning, Author's Visits, Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON, STEMScopes, Edusmart, I-Station, Abydos, DLM kits, Circle Curriculum, Reading A-Z, SingSpellRead&Write, Simultaneous Biliteracy, Imagine Math, and Reasoning Mind Blueprint. **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Author's Visit - Local (199) - $0				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Ensure the district's program for English Learners 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:** Director of Bilingual Education, Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	10%	15%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments. The district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. **Strategy's Expected Result/Impact:** Assessment Reports 100% **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	25%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide educational program requirements and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools. **Strategy's Expected Result/Impact:** Assessment Reports **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers.	10%	15%	25%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Develop a campaign to encourage students to come to school regularly. **Staff Responsible for Monitoring:** Director of Intake Center, Truancy Officers, Campus Administration, PEIMD Clerk, Teachers, and Counselors	5%	10%	15%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Ensure the district's program for English Learners is research based, responsive to the needs of students, designed, implemented, supported, and monitored for impact on students' learning. **Strategy's Expected Result/Impact:** Increase student performance as measured by district and state assessments and TEALPAS **Staff Responsible for Monitoring:** Director of Bilingual Education, Executive directors, Core Content Directors, Campus Administration, and teachers	10%	15%	20%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Create more opportunities for students to participate in enrichment programs such as career interest, robotics, cheer and student clubs. **Strategy's Expected Result/Impact:** Increased enrollment numbers in programs. **Staff Responsible for Monitoring:** Director of Fine Arts, Director of Athletics, Director of Technology, Campus Administration, and Teachers. **Funding Sources:** Robotics Travel and Registration - Title IV 289 - * - $500, Robotics Transportation Expenditure - Title IV 289 - * - $500	10%	15%	25%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: System Safeguards to meet federal accountability requirements will be implemented, monitored, and reviewed for each subject area and or student group where requirements were not met. **Strategy's Expected Result/Impact:** Increased performance in area addressed. **Staff Responsible for Monitoring:** Chief Financial Officer, Core content Directors, Bilingual Directors, Principals, Teachers.	10%	15%	20%	

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide recognition for staff and students academic and behavior performance (Red Ribbon Week, AR Celebrations, Behavior Bash, Grade Level Field Trips, Staff Luncheons, Teacher Appreciation Week). **Strategy's Expected Result/Impact:** Report Cards, Benchmark Data, Six Weeks Tests, Attendance Reports, and requisitions **Staff Responsible for Monitoring:** Campus Administration, Teachers, Counselors, and PEIMS Attendance Officer **Funding Sources:** Students Awards and Incentives - Local (199) - * - $2,500, Staff Meals (Incentives and Recognition) - Local (199) - * - $925	15%	20%	30%	

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Provide student clothing and vision referrals as needed **Strategy's Expected Result/Impact:** Requisitions **Staff Responsible for Monitoring:** Administration, Counselor, and Teachers. **Funding Sources:** Student Clothing - Title I (211) - * - $1,000, Vision Referrals - Title I (211) - * - $50	15%	20%	30%	

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Improve Campus Grounds and facilities (pain, broken windows, door repairs, bio-metric clocks, Aetna Grant/Check Plus, Surveillance Camera). Provide maintenance operation supplies (wax expense, coffee maker) Provide miscellaneous Operation Expenses. **Strategy's Expected Result/Impact:** Work Orders, Requisitions **Staff Responsible for Monitoring:** Principal Secretary Head Custodian Parent Educator **Funding Sources:** Wax - Campus Floors - Local (199) - * - $2,500	15%	20%	25%	

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Provide activities for Safe and Healthy Students like: evidence-based drug and violence prevention activities and programs. Also, activities to supports Robotics League and a healthy active style, including donations, nutritional education, and regular structured physical education activities to help prevent bullying and harassment. **Strategy's Expected Result/Impact:** Increase student safety and attendance, Lesson Plans, Flyers, Sign In sheets **Staff Responsible for Monitoring:** Principal, counselor, Secretary **Funding Sources:** Robotics, Travel Students - Title IV 289 - 11.6412 - $500, Transportation Expenditure - Title IV 289 - 11.6494 - $500, Misc. Contracted Services - Title IV 289 - 31.6299 - $1,000, Office Supplies - Title IV 289 - 31.6399 - $2,080	15%	20%	15%	

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Strategy 20 **Strategy's Expected Result/Impact:** Ensure student and staff safety and provide personal protective equipment to help prevent the spread of COVID-19, infections, and other germs.				

Staff Responsible for Monitoring: Campus administrators, nurse, and secretary **Funding Sources:** General Supplies - 266.11.6399.00.115.24.0.00 - $0, PPE General Supplies - 266.11.6399.00.115.24.0.P1 - $0	15%	20%	25%	

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: JP LeNoir 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

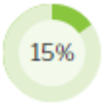
Performance Objective 2: Bilingual/ESL: Facilitate K-2 Reading Level Monitoring. Increase educators' awareness of language, literacy, and content interdependence.

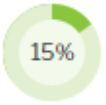
Evaluation Data Sources: Istation, Eduphoria (Workshop and AWARE), Master Schedules, TELPAS, PBMAS

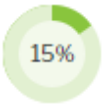
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs (Brewester's Guacamaya Enterprises, Pearson, American Learning Company Velasquez Press, National Geographic, Houghton Mifflin, American Reading, Dr. Steven Schneider, Scholastic grammar books, Learning A-Z, Millmark Education, Poetry Friday, Wings Press, Overlooked Books, Brilliant Education, Lupe Lloyd and Associates, Teacher Created Materials, etc.). **Strategy's Expected Result/Impact:** requisitions; use in classrooms; inclusion in lesson plans **Staff Responsible for Monitoring:** ELA Directors, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	20%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain up-to-date instructional technology, resources, materials, and/or supplies in bilingual, ESL, SLD, ELD, ESOL, and classrooms/department in order to serve students more effectively; update administrative technology/materials,resources/supplies and/or fixed assets (shelving, desks, tables) as needed to facilitate bilingual/ESL program management. (Gateway, Mid Valley Supply, Barnes & Noble, Lakeshore, DISD Warehouse, etc...) Renew Reading A-Z annually as part of this initiative. **Strategy's Expected Result/Impact:** use of technology/supplies/ in instruction; enhanced TELPAS and STAAR scores for students utilizing technology **Staff Responsible for Monitoring:** Director, Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	25%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Train a cadre of teachers to develop and foster the use of on-line, vertically and horizontally aligned and ELD curricula that integrate TEKS, ELPS and that incorporate authentic readings, performance tasks and research-based instructional strategies sequenced in detailed units. Craft TELPAS-aligned benchmarks to track linguistic development. **Strategy's Expected Result/Impact:** curriculum units; lesson plans and instruction that effectively utilize curricula **Staff Responsible for Monitoring:** Director and ELL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Enhance teacher / administrator quality by reimbursing teachers for Bilingual/ESL Certification / Bilingual/ESL state exams for certification, and/or providing teachers opportunities to participate in post graduate degrees in the areas of Bilingual/ESL. **Strategy's Expected Result/Impact:** walkthroughs, lesson plan reviews, student scores on TELPAS and STAAR **Staff Responsible for Monitoring:** Directors				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Facilitate the bilingual/ESL education director, ELL strategists, Core Content Directors, Core Content Strategists, Campus Administrators, and Teachers' attendance of training sessions, school visits, and conferences (such as Title III, TABE, School Improvement, Testing, Administrator, Region One, ABYDOS, Assessment Conference, Texas Assessment Conference, ACET etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support. **Strategy's Expected Result/Impact:** training sessions turned around for district staff **Staff Responsible for Monitoring:** Directors and/or Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Support the attendance by parent liaison of local and state parent conferences to learn strategies for student support that they will then convey in regular parental meetings as well as informing parents about the district's bilingual/ESL model. **Strategy's Expected Result/Impact:** Meeting Minutes and Sign-ins **Staff Responsible for Monitoring:** Director	10%	15%	25%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Yearly training of campus administration and teachers on time and treatment model. Also, adjustment of bilingual model according to needs assessment. **Strategy's Expected Result/Impact:** Eduphoria staff development report and/or sign in sheets. **Staff Responsible for Monitoring:** Bilingual/ESL Director and Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	30%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Coordination between Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. **Strategy's Expected Result/Impact:** Sign In Sheets **Staff Responsible for Monitoring:** Bilingual/ESL Director and Core Area Directors and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	25%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. **Strategy's Expected Result/Impact:** Master Schedule **Staff Responsible for Monitoring:** Bilingual/ESL Department and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	10%	15%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Implement Biliteracy in campuses willing to implement the model. **Strategy's Expected Result/Impact:** Monitoring and support of campuses encountering difficulties with implementation. **Staff Responsible for Monitoring:** Bilingual/ESL Department Director and Strategists, Core Directors, Chief Academic Officers, and LA coaches and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2	10%	15%	20%	→

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Implement Summer School program for Pk/K students and 1st-4th students. 1st - 4th grade students are beginners/intermediates and reading below grade level. **Strategy's Expected Result/Impact:** Increase in English language proficiency level and/or reading level. **Staff Responsible for Monitoring:** Directors from Bilingual Dept.,and Federal programs. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	5%	10%	25%	→

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Monthly monitoring of students reading on grade level, per campus. Principals receive summary of percentages per campus, per grade, and district percentages. In addition, each campus receives files with student reading levels; per month, per grade, per language of instruction, per teacher, per section. **Strategy's Expected Result/Impact:** Increase number of students reading on grade level. Intentional targeting of strategies for student learning. **Staff Responsible for Monitoring:** Bilingual Department, Language Arts Department, Campus Administration, Literacy Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	20%	→

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Facilitate bilingual education by providing a Bilingual Tutor to co-teach with 3rd, 4th and 5th grade teachers in order to provide academic support and SLA instruction to our ELL Students. **Strategy's Expected Result/Impact:** Six Weeks Bundles, Progress Reports, and Progress Cards.				

Staff Responsible for Monitoring: Campus Administration, Secretary	5%	10%	25%	→

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

Goal 2: JP Lenoir 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. 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 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from 37% to 49% by 2025. The percentage of students in grades 6-8 who achieve meets and/or masters performance level on the STAAR increase from 29% to 36%.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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The district will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. **Strategy's Expected Result/Impact:** Gradebook **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Content Directors, Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4	10%	15%	20%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. **Strategy's Expected Result/Impact:** Reading Levels and STAAR academic outcomes. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, ELAR, Bilingual, & Library Services Directors, Campus Principal, Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	35%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: 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 standards per core content area. **Staff Responsible for Monitoring:** Campus Principals, Deans, Curriculum Specialists, Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	25%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, 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 Principals, Deans, Curriculum Specialists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5	15%	20%	30%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. **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, TELPAS, & PBMAS.) **Staff Responsible for Monitoring:** Campus Administration, Asst. Supt. for Curriculum and Instruction, and Core Content Directors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	30%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELL's, research based instructional strategies for classroom management, and discipline (teaching) for appropriate behavior. **Strategy's Expected Result/Impact:** Professional Development District Plan, 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:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director, and Bilingual Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.6	15%	20%	25%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, District Strategists, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	35%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. **Staff Responsible for Monitoring:** Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, District Strategists, RTI Coordinators, Bilingual Director, Asst. Supt. of District Operations, and Asst. Supt. for Curriculum and Instruction. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	35%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON, STEMScopes, Edusmart, I-Station, Abydos, DLM kits, Circle Curriculum, SingSpellRead&Write, Simultaneous Biliteracy, Imagine Math, and Reasoning Mind Blueprint. **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	30%	→

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Ensure the district's program for English Learners 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:** Director of Bilingual Education, Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	35%	→

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments. The district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. **Strategy's Expected Result/Impact:** Assessment Reports **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	30%	→

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

Goal 2: JP Lenoir 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. 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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. **Strategy's Expected Result/Impact:** Increased student performance. **Staff Responsible for Monitoring:** Campus administrators, district strategists and interventionists, and district director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	35%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading, Writing, Research, Science, Social Studies, Math, and technology. **Strategy's Expected Result/Impact:** Increased student performance. **Staff Responsible for Monitoring:** Campus administrators, district strategists and interventionists, and district director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	30%	→

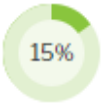
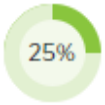
0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

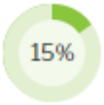
Goal 2: JP Lenoir will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on 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.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide district and campus trainings in the area of accommodations and designated supports. (BG2, BG3) **Strategy's Expected Result/Impact:** -increase teacher awareness of accommodations -increase accommodation implementation and effectiveness -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Special Education Teachers -General Education Teachers -Campus administrators -504 campus coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	25%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide campus reviews with teachers and campus administrators on student academic performance. (BG2, BG3) **Strategy's Expected Result/Impact:** -increase communication between campus administrators and teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Coordinate with ELA department and provide trainings to ELA teachers and special education teachers on targeted instruction. (BG1, GB2, BG3) **Strategy's Expected Result/Impact:** -increase communication and teacher planning between ELA general education teachers and special education teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance -increase IStation progress monitoring -increase lexile progress monitoring 33% 33% **Staff Responsible for Monitoring:** -Special Education Director -Special Education Supervisor -ELA Director -ELA strategists -ELA instructional coaches -Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. (BG1, BG2, B3) **Strategy's Expected Result/Impact:** -increase student reading performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	30%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide online assessment resources to students in preparation of online state assessments. (BG2, BG3) **Strategy's Expected Result/Impact:** -increase student preparation in navigating online assessment resources -increase online state assessment performance **Staff Responsible for Monitoring:** -Director -Supervisor -Campus administrators -Special education teachers -Campus technicians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	25%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Recognize student academic performance. (BG2) **Strategy's Expected Result/Impact:** -increase teacher communication between general education teachers and special education teachers -increase student academic performance **Staff Responsible for Monitoring:** -Director -Special education teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	35%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide academic support through supplemental resources to campuses. (BG2 BG3) **Strategy's Expected Result/Impact:** increase student academic performance **Staff Responsible for Monitoring:** -Director -special education teachers -campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	25%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide campus support by conducting classroom walkthroughs and monitoring the provision of student services in the classroom. **Strategy's Expected Result/Impact:** -increase in academic state performance -increase in classroom performance **Staff Responsible for Monitoring:** -Director -Supervisor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	35%	→

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide teacher training on district data monitoring resources to improve student progress monitoring. (BG1, BG2, BG3) **Strategy's Expected Result/Impact:** -increase student academic performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	25%	→

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

Goal 2: JP Lenoir 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. 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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Coordination between Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. **Strategy's Expected Result/Impact:** Increased student performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Director and Core Area Directors and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	25%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. **Strategy's Expected Result/Impact:** Increase L1/L2 literacy development of identified LEP students. **Staff Responsible for Monitoring:** Bilingual/ESL Department and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	30%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Implement Biliteracy in campuses willing to implement the model. **Strategy's Expected Result/Impact:** Increase student performance (District, STAAR/EOC, TELPAS, literacy levels in both L1 and L2) **Staff Responsible for Monitoring:** Bilingual/ESL Department Director and Strategists, Core Directors, Chief Academic Officers, and LA coaches and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2	15%	20%	30%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs (Brewester's Guacamaya Enterprises, Pearson, American Learning Company Velasquez Press, National Geographic, Houghton Mifflin, American Reading, Dr. Steven Schneider, Scholastic grammar books, Learning A-Z, Millmark Education, Poetry Friday, Wings Press, Overlooked Books, Brilliant Education, Lupe Lloyd and Associates, Teacher Created Materials, etc.). **Strategy's Expected Result/Impact:** Increase student performance (Distrcit, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Department, Core Directors, Campus Department, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	30%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Maintain up-to-date instructional technology, resources, materials, and/or supplies in bilingual, SLD, ELD, and ESL classrooms/department in order to serve students more effectively; update administrative technology/materials, resources/supplies and/or fixed assets (shelving, desks, tables) as needed to facilitate bilingual/ESL program management. (Gateway, Mid Valley Supply, Barnes & Noble, Lakeshore, DISD Warehouse, etc...) Renew Reading A-Z annually as part of this initiative. **Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	15%	20%	25%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Facilitate the bilingual/ESL education director, ELL strategists, Core Content Directors, Core Content Strategists, Campus Administrators, and Teachers' attendance of training sessions, school visits, and conferences (such as Title III, TABE, School Improvement, Testing, Administrator, Region One, ABYDOS, Assessment Conference, Texas Assessment Conference, ACET etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support. **Strategy's Expected Result/Impact:** Increase Student Performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administration, Teachers, Core Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	25%	→

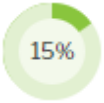
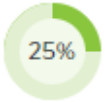
No Progress | Accomplished | Continue/Modify | Discontinue

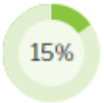
Goal 3:
JP Lenoir will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 1: Federal Programs-The district will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA, 90% of federal budgets will be spent.

Evaluation Data Sources: ESSA Application and Compliance Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide district with Title 1 Part A allowable use of Funds: Programs/Activities/Strategies must be research based and meet the C.N.A. **Strategy's Expected Result/Impact:** Evaluation will be on Final ESSA Compliance Report **Staff Responsible for Monitoring:** District Administrators/staff/teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Supplemental research for core areas Service delivery methods such as: Tutorials Small group instruction Individualized instruction Computer aided instruction Extended learning opportunities **Strategy's Expected Result/Impact:** Evaluation will be on Final ESSA Compliance Report Extra Duty Pay Reports **Staff Responsible for Monitoring:** District Administrators (Campus and central office admin.) **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide funding for: Supplemental Guidance and Counseling Salaries, Travel, Supplies & Materials & Misc. for counselors & counseling dept. **Strategy's Expected Result/Impact:** Evaluation will be on the Final ESSA Compliance Report **Staff Responsible for Monitoring:** District Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.6	10%	15%	25%	→

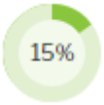
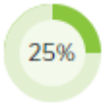
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide funding for: Supplemental Health/Dental/Eye Care **Strategy's Expected Result/Impact:** Evaluation will be the requisitions for services **Staff Responsible for Monitoring:** Nurses and Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.6	15%	20%	35%	→

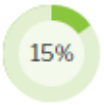
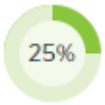
Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Schoolwide Programs: Funds to improve student performance and upgrade the entire educational program Funding on the campuses must be supplemental for all 6300s and all 6400s **Strategy's Expected Result/Impact:** Evaluation will be on the Final ESSA Compliance Report **Staff Responsible for Monitoring:** District teachers, principals, director of federal programs **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	25%	→

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide supplies and materials to meet the department needs. ELA, Math, Science & Social Studies Departs. Supplies & Materials (6300s & 6400s) **Strategy's Expected Result/Impact:** Requisitions **Staff Responsible for Monitoring:** Federal Programs Director Core Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5	15%	20%	30%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Summer School Supplemental Staff Development Working Lunch/Incentives Hire staff to work summer school and provide transportation to these students. **Strategy's Expected Result/Impact:** Summer School **Staff Responsible for Monitoring:** Director of Federal Programs Coordinator of Federal Programs **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	20%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide funding for our homeless population to purchase school supplies and/or personal hygiene products. **Strategy's Expected Result/Impact:** Vouchers/requisitions for supplies. **Staff Responsible for Monitoring:** Federal Programs staff Campus Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.5	10%	15%	25%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide summer school opportunities for students to receive remediation for SSI grades, for ELL Early Childhood students to receive bilingual education as well as literacy programs. **Staff Responsible for Monitoring:** Assistant Superintendent for Curriculum & Instruction Curriculum Directors Bilingual Director Federal & SCE Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide funding to hire part time parent attendance helpers to call home of all students who are absent on a daily basis. In an effort to improve academic performance, students need to be in school daily. This also improves district's ADA. Our at risk population is absent frequently, which further makes students behind. Calling home and getting them to school will assist their performance. **Strategy's Expected Result/Impact:** Improved Scores of AT risk population Improved ADA in all schools **Staff Responsible for Monitoring:** Campus Principal Fed. Programs Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 3.1				

 No Progress Accomplished Continue/Modify Discontinue

Goal 3:
JP Lenoir 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: Expenditures: The District will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide supplies, materials, and technology resources to implement initiatives throughout the year. Provide refreshments and materials for trainings (as needed) **Strategy's Expected Result/Impact:** mplementation of daily operations and initiatives. **Staff Responsible for Monitoring:** Directors/Administrators	10%	15%	30%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Student and Staff Travel Expenses including transportation, fees, and meals. **Strategy's Expected Result/Impact:** Sharing of information to improve district programs. **Staff Responsible for Monitoring:** District Administrators, Principals	10%	15%	25%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Contracted Services **Strategy's Expected Result/Impact:** Request for Contract Services 33% **Staff Responsible for Monitoring:** Directors, Principals	10%	15%	35%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Operating Leases **Strategy's Expected Result/Impact:** Lease **Staff Responsible for Monitoring:** Directors, Principals	15%	20%	25%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Fix Assets **Strategy's Expected Result/Impact:** Quotes **Staff Responsible for Monitoring:** Principals, Directors, Technology Dept.	10%	15%	30%	→

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Extra Duty Pay-Provides funds for personnel to compensate for working and/or after regular hours, during summer administrations, etc. **Strategy's Expected Result/Impact:** Work performance to complete the task. **Staff Responsible for Monitoring:** Directors, Principals, Administrators	10%	15%	25%	→

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

Goal 3:
JP Lenoir 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: Custodial Department will ensure to maintain the building, its premises and the facilities within, keeping them safe and clean.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide training on Safety Procedures in and around the work place and other training as necessary. (Title IX, Title VII, Child Abuse, Sexual-Harassment.) (Lifting and moving of heavy decks and other furniture in and around the work place.) **Strategy's Expected Result/Impact:** Staff Development, with Agenda, Sign in Sheets, Handouts, PowerPoint and Videos. **Staff Responsible for Monitoring:** Director and Supervisor	10%	15%	25%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide janitorial supplies to each campus only after the head custodian submits there orders. **Strategy's Expected Result/Impact:** District-wide supply orders. **Staff Responsible for Monitoring:** Director, Supervisor	15%	15%	30%	→

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

Goal 3:
JP Lenoir 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 4: Maintenance Department will provide students, staff and visitors with a safe and comfortable learning environment by maintaining well kept facilities.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide training on Safety Procedures in and around the work place and other training. (Title IX, Title VII, Child Abuse and Sexual Harassment) Lifting and moving heavy equipment and furniture. **Strategy's Expected Result/Impact:** Staff Development with agenda and sign in sheets, handouts and power point presentations. **Staff Responsible for Monitoring:** Director and Coordinator	15%	20%	35%	→

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

Goal 4: JP Lenoir 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.

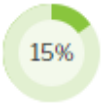
Performance Objective 1: Nursing/Health Services: J.P. Lenoir will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

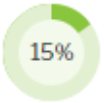
Evaluation Data Sources: Screening report from each campus, ImmTrack2 for the immunizations, requisitions for vision and hearing.

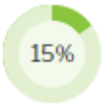
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide Vision Services to students as needed. **Strategy's Expected Result/Impact:** Mandated State report due @ end of the year that will show an increased amount of students being given medical vouchers for Vision evaluation by an MD. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff.	15%	20%	30%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide Dental Services to students as needed. . **Strategy's Expected Result/Impact:** Medical Referrals from campuses sent to Health Services office to generate a PO and Vouchers given to students for Dental services @ Dentist office **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff.	10%	15%	35%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide Hearing services to students as needed. **Strategy's Expected Result/Impact:** Mandated State report due @ end of year that will show an increased amount of students being given medical vouchers for Hearing evaluation by an MD. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide Scoliosis screenings to students as needed. **Strategy's Expected Result/Impact:** Mandated State report due at end of year. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide head lice checks to students during screening procedures as needed. **Strategy's Expected Result/Impact:** Nursing staff will have a log of students that were checked for nit/head lice and outcome. Some were treated with medicated shampoo at home, others were reported to CPS because of parental non-compliance. Students with Medicaid/Insurance will be evaluated by an MD, if student has no insurance Nurses will give medicated shampoo to parents to use on students as per DISD Medication Protocol. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff.				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide Acanthosis Nigricans screenings to students as needed and conduct Diabetes awareness data collection through SEEP (School Education & Enrollment Program). Licensed and Non-Licensed Nursing staff. **Strategy's Expected Result/Impact:** Texas Risk Assessment for Type 2 Diabetes in Children reported to UTRGV Border Health Office and collection of forms from students. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff.	15%	20%	35%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide First Aid to students and staff as needed. **Strategy's Expected Result/Impact:** Improve the health and well being of students and staff. All clinic visits will be imputed in TEAMS **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff.	10%	15%	35%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Administer medications to students as ordered by MD or with parent's signed permission & monitor compliance. **Strategy's Expected Result/Impact:** Improve the student health & well being of students. Students will attend school while they are on a medication regimen to increase student attendance. **Staff Responsible for Monitoring:** Licensed and Non-Licensed Nursing staff.	10%	15%	25%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Licensed Nurses will perform medical procedures to students as ordered by MD. Registered Nurses will formulate Individualized Health Care Plans for Sp. Ed. & 504 students requiring a medical service using APIE method: Assessment, Planning, Intervention & Evaluation.	15%	20%	25%	
Strategy's Expected Result/Impact: Child will attend and remain in school due to life sustaining medical procedures being done by licensed nursing staff. School staff will adhere to the student's IHP (Healthcare Plan) & IEP (Individualized Education Plan). **Staff Responsible for Monitoring:** Licensed Nursing staff.				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Perform presentations & educate students, parents, & staff on Personal Hygiene, Flu prevention, Promote Vaccines Good Nutrition, Diabetes Awareness, Cancer Awareness, Heart Disease, Vision Care, Dental Care, Puberty/Abstinence, Safety, First Aid, Food Allergy & Anaphylaxes Prevention, Child Sexual Abuse Prevention, STD, HIV/AIDS awareness & Prevention and any other disease process, chronic health condition, or community awareness to improve or promote a healthy life style.	15%	20%	30%	
Strategy's Expected Result/Impact: Student's school attendance will increase due to education & awareness to prevent diseases, parents will staff will have increased knowledge of conditions that warrant MD evaluation. Parental Permission will be required for Puberty, Abstinence, and STD, HIV/AIDS Presentations. **Staff Responsible for Monitoring:** Licensed & Non-licensed Nursing staff.				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: All campus nursing staff will input all clinic visits, health screenings, health information, medications & medical procedures into computer program...TEAMS. Need funds for all Clinics that will require computers & printers and will replace out dated and inoperable technology equipment.	15%	20%	35%	
Strategy's Expected Result/Impact: DISD will have 100% compliance with Mandatory Annual State Reports. **Staff Responsible for Monitoring:** All campus Nursing Staff.				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Health Services Director will make campus clinic visits to ensure all nursing staff is following DISD policies, Texas School Health Guidelines & Nurse Practice Act. . **Strategy's Expected Result/Impact:** Health Services Director will report negative clinic visit findings to campus principal for consultation **Staff Responsible for Monitoring:** Health Services Director & Float LVN.	10%	15%	20%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: All RNs will attend ARD meetings for 504 & Sp. Ed students and will formulate and update (IHPs) Individualized Health Care plans. **Strategy's Expected Result/Impact:** An RN will be available to attend all student ARDs & 504 meetings, formulate and ensure that IHPs are done and carried out by school staff. **Staff Responsible for Monitoring:** Health Services Director.	10%	15%	30%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Ensure Nursing Staff attends CPR & AED training to nursing staff every 2 years, Provide screening certification/re-certification on Vision, Hearing, & Scoliosis every 5 years through Texas Dept. State Health Services. **Strategy's Expected Result/Impact:** Pre/Post test, sign in roster, acquire CPR card - expires in two years. Screening Certs/Re-certs cards issued to be able to screen students. in Texas. **Staff Responsible for Monitoring:** Health Services Director will contract CPR Instructor, & contact TDSHS to schedule certs/re-certs.	15%	20%	35%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Provide guest speakers to Nurse's Staff Development & Nurse's Monthly Meetings. **Strategy's Expected Result/Impact:** Nursing staff will use acquired knowledge in campus clinics. **Staff Responsible for Monitoring:** Health Services Director, LVN & Dept. Secretary.	10%	15%	35%	

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Participate and assist in the planning of Health Fairs & Community Fairs for school district employees, staff, students, parents, & the community. **Strategy's Expected Result/Impact:** Community visitors, vendor participation & attendance rosters. **Staff Responsible for Monitoring:** Health Services Director, LVN, Dept. Secretary & campus nurses.	15%	20%	30%	

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Vaccine Clinics for students at New to District Registration location & at campuses through out the school year. . **Strategy's Expected Result/Impact:** Students getting required vaccines before attending school so that DISD can be 100% compliance. **Staff Responsible for Monitoring:** Health Services Director, Health Services office staff, & campus Nursing staff.	10%	15%	35%	

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Social/Luncheon in August, Christmas, End of the Year and give out incentives.	10%	15%	25%	→
Strategy's Expected Result/Impact: Increase nursing staff moral, retain current medical staff, recognize excellence at the campus clinics. **Staff Responsible for Monitoring:** Health Services Director & Health Services Office Staff.				

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Nursing staff needed at NTD registration to verify student's vaccines for compliance and ensure all enrollment health forms are filled out.	10%	15%	30%	→
Strategy's Expected Result/Impact: 100% compliance on Annual Immunization District Report and ensure that health problem lists at campuses are up to date. **Staff Responsible for Monitoring:** Health Services Director, & campus nursing staff.				

Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Provide funds for lease/maintenance/repair of medical equipment at campus clinics, and replace unrepairable items with new medical equipment/office furniture as needed.	15%	20%	30%	→
Strategy's Expected Result/Impact: Medical Equipment will be in top working capacity to provide accurate screening & assessment results. **Staff Responsible for Monitoring:** Health Services Director.				

Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21: Provide Health Services information to SHAC (School Health Advisory Council) regarding student health and community awareness. **Strategy's Expected Result/Impact:** Attending four yearly SHAC meetings and participate in discussion regarding student & employee wellness. **Staff Responsible for Monitoring:** Health Services Director & office staff.	10%	15%	25%	→

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 22: Health Services office will offer nursing staff opportunities to attend workshops, trainings, conferences, & Region One Educational meetings. **Strategy's Expected Result/Impact:** Nursing staff will gain knowledge and acquire new skills to use at the campus clinics. **Staff Responsible for Monitoring:** Health Services Director and office staff.	15%	20%	30%	→

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 23: Health Services dept. staff will wear a department polo shirt to look coordinated and professional. **Strategy's Expected Result/Impact:** Providing a dept. shirt for each staff member will promote unity with in the dept. and cut down on inappropriate clothing and adhere to the employee hand book. **Staff Responsible for Monitoring:** Health Services Director.	15%	20%	35%	→

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

Goal 4: JP Lenoir 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: Drop Out Prevention: The District will increase the attendance rate from 95.1 to 95.6 for all students.

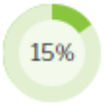
Evaluation Data Sources: TAPR report/PBMAS

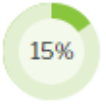
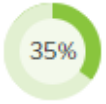
Summative Evaluation: Met Objective

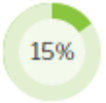
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify and provide RTI, tutoring, counseling, and school/community resources to homeless students. **Strategy's Expected Result/Impact:** Students will master state administered assessments **Staff Responsible for Monitoring:** Early Childhood Director	15%	20%	25%	

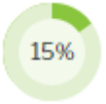
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Conduct 6 wk. attendance audits Study trends to target populations and maintain accurate records. **Strategy's Expected Result/Impact:** Improved ADA Six wks attendance rates Annual ADA rate **Staff Responsible for Monitoring:** Campus administration Intake/attendance dept. Truancy Officers McKinney-Vento Dept.	10%	15%	35%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Follow district written protocol to address truancy and attendance trends.	10%	15%	20%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Centralize intake center to include PK to 12th and comply with the provisions of the McKinney Vento Act and train on registration procedures **Strategy's Expected Result/Impact:** Registration documentation **Staff Responsible for Monitoring:** Director & Attendance Staff				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Formation of campus based attendance committee **Strategy's Expected Result/Impact:** Enrollment data **Staff Responsible for Monitoring:** Director & Attendance Staff, campus administrators				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Ensure campuses inform parents on attendance rules, promotion and truancy **Strategy's Expected Result/Impact:** Mtg. Agenda, Sign-In Sheets **Staff Responsible for Monitoring:** Attendance Director and staff				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Assist schools with recovering leavers and train on leaver recovery. **Strategy's Expected Result/Impact:** AEIS **Staff Responsible for Monitoring:** Director & Attendance Staff				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Examine attendance records and follow up on student absences and truancy. Adopt a highway clean up service **Strategy's Expected Result/Impact:** Truancy Court Records Campus Referrals **Staff Responsible for Monitoring:** Attendance Staff & Director	15%	20%	25%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide an Attendance Incentive Program **Strategy's Expected Result/Impact:** Warning letters, weekly court filings, meetings with truant students **Staff Responsible for Monitoring:** District and Campus level staff	10%	15%	20%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Develop a campaign to encourage students to come to school regularly and stay in school. **Strategy's Expected Result/Impact:** Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports. **Staff Responsible for Monitoring:** Director of Intake Center Truancy Officers McKinney-Vento Clerk Campus Principals Attendance Helpers Teachers Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	30%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Donna ISD will apply for a Low-Attendance Day Waiver for a day when school was held but attendance was at least 10 percentage points below the overall average attendance rate for the district or applicable campus due to inclement weather-related or health or safety issues. DISD will apply for a waiver to have the day excluded from ADA and FSP funding calculations **Strategy's Expected Result/Impact:** Exclude the missed day(s) from ADA and FSP funding calculations **Staff Responsible for Monitoring:** Superintendent PEIMS Department Campus Principals	15%	20%	35%	→

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

Goal 4: JP Lenoir 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: Physical Education: The District will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

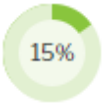
Evaluation Data Sources: Fitness gram assessment, PEIMS enrollment schedules for PE

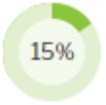
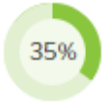
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Collect fitness data for all students at all campuses enrolled in PE/Health using FITNESSGRAM. **Strategy's Expected Result/Impact:** Fitnessgram pre- and post- tests in 6th grade Fitnessgram data (annual) in grades 3-12 **Staff Responsible for Monitoring:** Campus PE/Health teachers Principal and Director monitoring	15%	20%	35%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health at all elementary campuses	10%	15%	30%	→
Strategy's Expected Result/Impact: Lesson plans Online Curriculum Fitnessgram pre- and post- tests in 6th grade Fitnessgram data (annual) in grades 3-12 **Staff Responsible for Monitoring:** Campus/PE Health teachers Director monitoring **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students.	15%	20%	30%	→
Strategy's Expected Result/Impact: campus grade-level rosters **Staff Responsible for Monitoring:** HR department Campus Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Maintain up-to-date PE/Health timelines online, aligning state standards and district-adopted curricula. **Strategy's Expected Result/Impact:** Curriculum Collaborative **Staff Responsible for Monitoring:** Director Head PE/Health teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Maintain a Coordinated School Health program through four annual SHAC (Student Health Advisory Committee) meetings that include multiple departments and community members. The committee will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. **Strategy's Expected Result/Impact:** agendas sign-ins **Staff Responsible for Monitoring:** Directors of the following departments: -Federal Programs -Food Services/Nutrition -Nursing -Physical Education -Safety -Student Support Services -Parental Involvement **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.1, 3.2				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: JP Lenoir 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: Advanced Academics: The District will ensure that 97% of all Gifted/Talented students will meet the state standards on all areas of STAAR/EOC.

Summative Evaluation: Met Objective

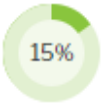
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Elementary students will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, NASA, GT Competitions, and group projects of study during Academic Elective periods.	15%	20%	35%	
Strategy's Expected Result/Impact: Classroom observation, lesson plans, meetings with AAS director, **Staff Responsible for Monitoring:** Campus Administrators, Gifted/Talented Teachers, AAS Director **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.2				

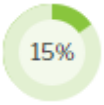
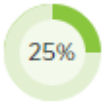
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will be provided opportunities to participate in high level extracurricular activities such as spelling bee, UIL, & Battle of the Books.	10%	15%	25%	
Strategy's Expected Result/Impact: Generated & paid for requisitions **Staff Responsible for Monitoring:** Central Office Directors, Campus Administrators, Librarians/Coaches **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.2				

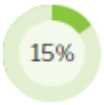
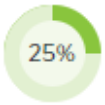
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: GT Elementary will participate in summer reading program **Strategy's Expected Result/Impact:** List of assignments and books **Staff Responsible for Monitoring:** Campus Administrators, AAS Director, Librarians, Pre-AP Teachers, Teachers of GT students, **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.2	10%	15%	25%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide adequate/effective GT basic and maintenance training such as 30 hour mandatory training and 6 hour update training. **Strategy's Expected Result/Impact:** Certificates of completion from Region I, generated **Staff Responsible for Monitoring:** AAS Director, Campus Administrators, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	35%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Offer opportunities for training in TPSP by Region 1 and district AAS director to ensure teachers are implementing correctly **Strategy's Expected Result/Impact:** Sign in sheets and certificates of training **Staff Responsible for Monitoring:** AAS Director and teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	35%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide and train administrators & counselors on the Texas State Plan for Gifted/Talented students. **Strategy's Expected Result/Impact:** Sign in sheets & certificates **Staff Responsible for Monitoring:** AAS Director, campus admin **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide information to parents on G/T through parent meetings at the district level, through district newspaper and through newsletters sent home **Strategy's Expected Result/Impact:** Newsletter **Staff Responsible for Monitoring:** Campus admin, AAS Director, and teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.2				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Campuses recognize TPSP participants by showcasing projects through events like Gallery Walk, Literacy Night, etc. with medals or by placing in the district newspaper. **Strategy's Expected Result/Impact:** Newspaper articles, pictures **Staff Responsible for Monitoring:** AAS Director, campus admin, classroom teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.2				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide G/T instructional resources to supplement instructional programs in all core areas when applicable **Strategy's Expected Result/Impact:** Classroom observation, lesson plans, assessments **Staff Responsible for Monitoring:** AAS director, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2	15%	20%	35%	→

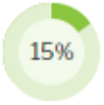
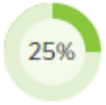
Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: The district will purchase an on-line testing program which will test students and identify their giftedness and talent. **Strategy's Expected Result/Impact:** STAAR Test Results **Staff Responsible for Monitoring:** AAS Director, Principals, Curriculum Specialists, Counselors, and Deans of Instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.5	10%	15%	30%	→

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

Goal 4: JP Lenoir 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: Technology: Students K-8th grades will learn about digital citizenship and cyberbullying using online curriculum.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide curriculum to ensure personal safety for students in a digital world and Acceptable Use Policies that specify expectations and rules for students, parents and teachers.				
. **Strategy's Expected Result/Impact:** DISD will use Learning.com as the main platform for Digital Citizenship and cyberbullying. The students will complete all modules on Digital Citizenship and Cyberbullying **Staff Responsible for Monitoring:** Campus Administrators, Media Specialist/Librarian, Counselor, Technology Director, Master Instructor of Technology, Instructional Technology Specialist, Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide access to an anonymous reporting hotline and website to ensure personal safety for students against bullying and cyber bullying.				

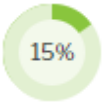
Strategy's Expected Result/Impact: DISD has a Direct HOTLINE available for students, teachers and staff to report any bullying. DISD is working on creating an app to report bullying. **Staff Responsible for Monitoring:** Campus Administrators, Counselors, Teachers, District Police Department, Technology Director, Master Instructor of Technology, Instructional Technology Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.5	10%	15%	30%	→

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

Goal 4: JP Lenoir 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: Bilingual/ESL: The District will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

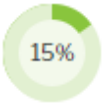
Summative Evaluation: Met Objective

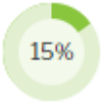
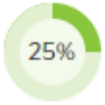
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1:) Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs (Brewester's Guacamaya Enterprises, Pearson, American Learning Company Velasquez Press, National Geographic, Houghton Mifflin, American Reading, Dr. Steven Schneider, Scholastic grammar books, Learning A-Z, Millmark Education, Poetry Friday, Wings Press, Overlooked Books, Brilliant Education, Lupe Lloyd and Associates, Teacher Created Materials, etc.). **Strategy's Expected Result/Impact:** Increase Student Performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** ELA Directors, Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain up-to-date instructional technology, resources, materials, and/or supplies in bilingual, OLD, and ELD classrooms/department in order to serve students more effectively; update administrative technology/materials, resources/supplies and/or fixed assets (shelving, desks, tables) as needed to facilitate bilingual/ESL program management. (Gateway, Mid Valley Supply, Barnes & Noble, Lakeshore, DISD Warehouse, etc...) Renew Reading A-Z annually as part of this initiative. **Strategy's Expected Result/Impact:** Use of technology/supplies/ in instruction; enhanced TELPAS and STAAR scores for students utilizing technology **Staff Responsible for Monitoring:** Bilingual Department, Campus Administration, Teachers, Core Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	30%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Train and oversee ELD, Guided Reading and Reading/Math ESL ensuring they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the ELLs they serve. Bring in such training from Region One, Dr. Steven Schneider, etc **Strategy's Expected Result/Impact:** Enhanced Student Performance; joint planning with teacher of record; lesson plans with integrated sheltered instruction **Staff Responsible for Monitoring:** Bilingual Department; ELA and Math Director; ELA and ELL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	25%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Implement programs so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Director; ELL strategists, Principals **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	30%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Train a cadre of teachers to 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. Craft TELPAS-aligned benchmarks to track linguistic development. **Strategy's Expected Result/Impact:** Increased Proficiency in Language and Literacy Levels **Staff Responsible for Monitoring:** Director and ELL strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Enhance teacher / administrator quality by reimbursing teachers for Bilingual/ESL Certification / Bilingual/ESL state exams for certification, and/or providing teachers opportunities to participate in post graduate degrees in the areas of Bilingual/ESL. **Strategy's Expected Result/Impact:** Increase Percentage of Teachers that are Bilingual and/or ESL Certified **Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administration, HR Department **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

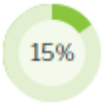
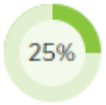
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Facilitate the bilingual/ESL education director, ELL strategists, Core Content Directors, Core Content Strategists, Campus Administrators, and Teachers' attendance of training sessions, school visits, and conferences (such as Title III, TABE, School Improvement, Testing, Administrator, Region One, ABYDOS, Assessment Conference, Texas Assessment Conference, ACET etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support. **Strategy's Expected Result/Impact:** Increase Educator Awareness in Content, Language and Literacy Connection **Staff Responsible for Monitoring:** Bilingual/ESL Department, Core Directors, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	35%	→

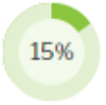
Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Facilitate the LPAC process, including recruiting outside auditors and underwriting travel for LPAC clerk to audit LPAC folders on a biannual basis. **Strategy's Expected Result/Impact:** Reduce the number of LPACing Irregularities **Staff Responsible for Monitoring:** Bilingual Department **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	15%	20%	25%	→

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Yearly training of campus administration and teachers on time and treatment model. Also, adjustment of bilingual and ESL model according to needs assessment. **Strategy's Expected Result/Impact:** Reduce Number of Students that are Improperly Placed **Staff Responsible for Monitoring:** Bilingual/ESL Director and Strategists **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	35%	→

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Coordination between Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. **Strategy's Expected Result/Impact:** Increase Student Performance (STAAR/EOC, TELPAS, District, Literacy Levels, Language Levels **Staff Responsible for Monitoring:** Bilingual/ESL Director, Core Area Directors and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	35%	→

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Ongoing creation, adjustment, and monitoring of Linguistic Accommodation Plan Forms (LAP). **Strategy's Expected Result/Impact:** Increase Student Performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administration, LPAC, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	10%	15%	25%	→

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Training of all teachers on LPAC process (BOY, MOY, and EOY), use of Linguistic Accommodation Plan, and LPAC folder auditing system. **Strategy's Expected Result/Impact:** Reduce Number of Students Improperly Placed and Mis-Coded **Staff Responsible for Monitoring:** Bilingual/ESL Department and Campus Administration and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

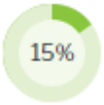
Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. **Strategy's Expected Result/Impact:** Increase Proficiency Levels of Students in Literacy and Language **Staff Responsible for Monitoring:** Bilingual/ESL Department and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Coordinate parental meetings with district departments and community sites to ensure more parents receive information that can benefit their children and families, Title III requirement. (ie. Health Fair, Sp. Educ. Parent Meetings, Bil/ESL Dept. Meetings, GEAR-UP, Title III etc.) **Strategy's Expected Result/Impact:** Increase Parent Awareness in the Benefits of Bilingual Education **Staff Responsible for Monitoring:** Bilingual Department Director, Parental Involvement Director, Directors, Parent Educators **Schoolwide and Targeted Assistance Title I Elements:** 3.2	10%	15%	25%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Implement Biliteracy in campuses willing to implement the model. **Strategy's Expected Result/Impact:** Increase Proficiency Levels of Students in Language and Literacy, English and Spanish **Staff Responsible for Monitoring:** Bilingual/ESL Department Director and Strategists, Core Directors, Chief Academic Officers, and LA coaches and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2	10%	15%	20%	

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Provide state exam reviews to help campuses maintain certified personnel, Bilingual or ESL.	15%	20%	30%	→
Strategy's Expected Result/Impact: Maintain highly qualified staff. **Staff Responsible for Monitoring:** Bilingual/ESL Department **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Implement Summer School program for Pk/K students and 1st-4th students. 1st - 4th grade students are beginners/intermediates and reading below grade level. (Payment of personnel and supplies/materials)	10%	15%	25%	→
Strategy's Expected Result/Impact: Increase in English language proficiency level and/or reading level. **Staff Responsible for Monitoring:** Directors from Bilingual Dept., Fine Arts, LA, and Social Studies **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Implement Comprehensive Professional Development Plan in order to comply with Bilingual Exception and ESL Waiver. Plan provides staff development and instructional materials/resources required by training for bilingual and LA/ESL teachers serving identified LEP students. (Lupe Lloyd, Excellence in Teaching (EiT), Region I, CAST, TABE, CAMPT, Title III, Teacher Created Materials, etc...) **Strategy's Expected Result/Impact:** Increase LEP student academic performance. Increase teachers' competencies needed to serve the needs of English Learners. **Staff Responsible for Monitoring:** Bilingual Department, Campus Administration, and C&I Department Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

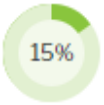
Goal 4: JP Lenoir will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.

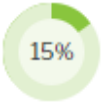
Performance Objective 7: Migrant: The District will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%

Evaluation Data Sources: PBMAS & STAAR

Summative Evaluation: Met Objective

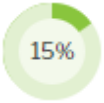
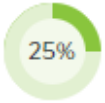
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Determine individual needs for instructional and support services that will: Identify available resources and make referrals to address said needs such as dropout prevention programs; coordinate with the entities to ensure that the child has access to the appropriate services; and follow-up to monitor and document progress.	10%	15%	35%	
Strategy's Expected Result/Impact: Student sign-in sheets; home visits; letters to parents; prescriptions **Staff Responsible for Monitoring:** Migrant Strategists;Migrant Counselors; Migrant Lab Teachers; Campus Administrators; Academic Counselors; Community Liaisons; Migrant Family Services Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide coordination of homework assistance and tools; collaborating with existing programs and organizations to coordinate student access to resources and; providing students and parents with up-to-date and easy to understand information on how to access homework assistance when needed **Strategy's Expected Result/Impact:** Intervention Plans; Benchmark Tracking Document; Home Visitation Reports; Equipment check-out documentation **Staff Responsible for Monitoring:** Migrant Strategists; Migrant Counselors; Migrant Lab Teachers; Community Liaison; Migrant Family Services Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Teaching and Mentoring Communities (TMC), or other early childhood programs) **Strategy's Expected Result/Impact:** Certificates of Eligibility; Referral Documents for other programs; home visits; PK3 Student rosters **Staff Responsible for Monitoring:** Migrant Recruiters; District Curriculum Staff; Migrant Pre-K3 Teachers; Regular Program Teachers				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Offer supplemental instruction to Elementary School migrant students by offering: Extended day STAAR tutorials (before/after or on Saturdays); supplemental instructional support by a teacher for migrant first grade students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness				
Strategy's Expected Result/Impact: Progress Reports; Benchmark and Campus Assessments; Proposals for Tutorials; Migrant External Tutor Tutorial Log **Staff Responsible for Monitoring:** Campus Administration; Migrant Director; Campus Academic Counselors; Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide school supplies and utilizing other fund sources provide clothing (uniforms, under clothing, shoes and jackets) when necessary.				
Strategy's Expected Result/Impact: Clothing Vouchers/POs; Warehouse Requests for school supplies; Signed Students Rosters Acknowledging the receipt of school supplies **Staff Responsible for Monitoring:** Migrant Counselors, Migrant strategist				

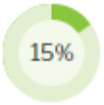
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Prioritize instructional and support services for targeted PFS students first before regular migrant students by: Tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas				
Strategy's Expected Result/Impact: Meeting STAAR Passing Standards **Staff Responsible for Monitoring:** Migrant Counselors, strategists, other migrant and non-migrant teaching staff; Migrant Community Liaisons **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

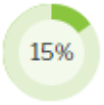
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Coordinate with available mentoring programs or support organizations to develop students learning and study skills and follow up to monitor and document progress	10%	15%	25%	
Strategy's Expected Result/Impact: Intervention Plans, Home Visit Reports **Staff Responsible for Monitoring:** Migrant Strategists; Migrant Family Services Coordinator				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide a list of migrant students to be encoded into PEIMS with the migrant indicator code by the Title I Migrant Coordinator	15%	20%	30%	
Strategy's Expected Result/Impact: Migrant PEIMS Report **Staff Responsible for Monitoring:** NGS Clerks; Migrant Director PEIMS Staff				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Implement the Migrant Summer Project SMART Math Matters Program for eligible migrant students.	10%	15%	25%	
Strategy's Expected Result/Impact: Pre-test and Mid-test Math Matters Assessment results **Staff Responsible for Monitoring:** Migrant Director; Project SMART Math Matters Program Teachers Migrant recruiters; NGS Clerks				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide certificates, prizes, plaques, ribbons and small trophies that are nominal in cost to celebrate migrant student participation and success/recognition during the school and end of school year	10%	15%	25%	
Strategy's Expected Result/Impact: Program Agenda of Events; Purchase Orders **Staff Responsible for Monitoring:** Migrant Director; Migrant Strategists;Migrant Counselors; Campus Staff				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide transportation and refreshments to parents participating in PAC meetings and other migrant related meetings and/or conferences to include child care when necessary **Strategy's Expected Result/Impact:** Agendas; Sign-in Sheets; Registrations; Travel Requests; PAC Minutes **Staff Responsible for Monitoring:** Migrant Director; Community Liaison				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their students. **Strategy's Expected Result/Impact:** Progress Reports, Parent Meeting Agendas, Home Visitation Reports **Staff Responsible for Monitoring:** Migrant Strategist				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: JP Lenoir 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 8: Special Education: The District will improve its overall academic rating in the area of reading and writing in 2018 Texas Education Agency Performance Based Monitoring Analysis System by one performance level indicator.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide district and campus trainings in the area of accommodations and designated supports.	15%	20%	30%	
Strategy's Expected Result/Impact: -increase teacher awareness of accommodations -increase accommodation implementation and effectiveness -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Special Education Teachers -General Education Teachers -Campus administrators -504 campus coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide campus reviews with teachers and campus administrators on student academic performance.	10%	15%	20%	

Strategy's Expected Result/Impact: -increase communication between campus administrators and teachers

-increase monitoring of student progress

-increase academic state performance

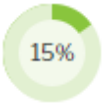
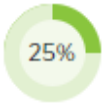
-increase academic classroom performance

Staff Responsible for Monitoring: -Director

-Supervisor

-Educational Diagnosticians

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5, 2.6

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Coordinate with ELA department and provide trainings to ELA teachers and special education teachers on targeted instruction. 2.4, 2.5, 2.6 **Strategy's Expected Result/Impact:** -increase communication and teacher planning between ELA general education teachers and special education teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance -increase IStation progress monitoring -increase lexile progress monitoring **Staff Responsible for Monitoring:** -Special Education Director -Special Education Supervisor -ELA Director -ELA strategists -ELA instructional coaches -Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O). 2.4, 2.5, 2.6 **Strategy's Expected Result/Impact:** -increase student reading performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	35%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide online assessment resources to students in preparation of online state assessments. **Strategy's Expected Result/Impact:** -increase student preparation in navigating online assessment resources -increase online state assessment performance **Staff Responsible for Monitoring:** -Director -Supervisor -Campus administrators -Special education teachers -Campus technicians	10%	15%	25%	→

Strategy 6 Details	Reviews			
Strategy 6: Recognize student academic performance.	Formative			Summative
	Sept	Dec	Mar	June
2.4, 2.5, 2.6 **Strategy's Expected Result/Impact:** -increase teacher communication between general education teachers and special education teachers -increase student academic performance **Staff Responsible for Monitoring:** -Director -Special education teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	20%	→

Strategy 7 Details	Reviews			
Strategy 7: Provide academic support through supplemental resources to campuses.	Formative			Summative
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: -increase student academic performance **Staff Responsible for Monitoring:** -Director -special education teachers -campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	25%	→

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide campus support by conducting classroom walkthroughs and monitoring the provision of student services in the classroom. 2.4, 2.5, 2.6 **Strategy's Expected Result/Impact:** -increase in academic state performance -increase in classroom performance **Staff Responsible for Monitoring:** -Director -Supervisor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	15%	30%	→

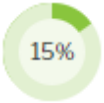
Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide teacher training on district data monitoring resources to improve student progress monitoring. **Strategy's Expected Result/Impact:** -increase student academic performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	35%	→

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

Goal 4: JP Lenoir 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 9: Academics: Increase opportunities for students to participate in and out of district academic enrichment programs.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Create more opportunities for students to participate in and be recognized for enrichment programs such as career interest, technology, field lessons, science fairs robotics, student clubs, and competitions. **Strategy's Expected Result/Impact:** Increased enrollment numbers in programs. **Staff Responsible for Monitoring:** Core Content Directors, Director of Fine Arts, Athletic Coordinators, Director of Technology, Campus Administration, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: JP Lenoir 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: DLPAC: The District will maintain the required members in the District Level Planning and Advisory Committee to oversee district decisions, plans, and improvement activities at least 4 times per year.

Evaluation Data Sources: DLPAC meeting sign ins and agendas

Summative Evaluation: Met Objective

Goal 5: JP Lenoir 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: Parental and Family Engagement Department: The District 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.

Summative Evaluation: Met Objective

Goal 5: JP Lenoir 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: Bilingual/ESL: Goal/Objective relating to informing parents of the district Bilingual/ESL model.

Summative Evaluation: Met Objective

Goal 5: JP Lenoir will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 4: The migrant department will have 4 out 4 PAC meetings throughout the school year for migrant parents. (100%)

Evaluation Data Sources: PAC meeting agendas and sign in sheets.

Summative Evaluation: Met Objective

Goal 5: JP Lenoir will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 5: Nursing/Health Services: Goal/Objective relating to parent education meetings/SHAC meetings.

Evaluation Data Sources: Agendas and sign ins of SHAC meetings, and agendas from Family Engagement meetings.

Summative Evaluation: Met Objective

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Teacher Office Supplies / Education Galaxy	*	$5,120.00
1	1	7	Testing Resources	*	$1,000.00
1	1	7	After school and Saturday Tutorials & Fringes	*	$0.00
				Sub-Total	$6,120.00
				Budgeted Fund Source Amount	$13,206.00
				+/- Difference	$7,086.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Teachers Operating Leases	*	$15,000.00
1	1	1	Front Office Operating Leases	*	$2,000.00
1	1	1	Librarian Operating Leases	*	$300.00
1	1	4	Library Magazine subscription fees	*	$300.00
1	1	4	Library Supplies-School Theme	*	$400.00
1	1	4	Teacher Supplies	*	$1,000.00
1	1	4	Ink Cartridges for printers, CS Printer, laptop/camara/projector for staff meetings, shredder, office supplies, and Plan4Learning Program..	*	$10,000.00
1	1	5	Music Teacher and Coach Conference	*	$500.00
1	1	8	Author's Visit		$0.00
1	1	16	Staff Meals (Incentives and Recognition)	*	$925.00
1	1	16	Students Awards and Incentives	*	$2,500.00
1	1	18	Wax - Campus Floors	*	$2,500.00
				Sub-Total	$35,425.00
				Budgeted Fund Source Amount	$30,780.00
				+/- Difference	-$4,645.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Teacher Supplies / Software Renewal & Supplies	*	$6,100.00
1	1	4	Testing Materials- Dictionaries*	*	$0.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	*Parent Center: Com Binding Machine, Poster Maker, film, Cricut Machine, and Paper cutter.	*	$600.00
1	1	5	Region One Trainings for Teachers	*	$1,000.00
1	1	5	TEPSA, ABYDOS, Martha Morales Conferences	*	$2,000.00
1	1	5	Principal / CS TEPSA/Technology Conference*		$600.00
1	1	5	Region I Trainings for Principal*	*	$500.00
1	1	17	Student Clothing	*	$1,000.00
1	1	17	Vision Referrals	*	$50.00
				Sub-Total	$11,850.00
				Budgeted Fund Source Amount	$24,357.00
				+/- Difference	$12,507.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	5	Texas Assessment Conference (TASA)	23.6411	$1,500.00
1	1	5	Region I Trainings for Teachers		$400.00
1	1	5	Abydos, TEPSA, and Summer Conferences		$550.00
1	1	5	Reading Materials- Teachers PD	*	$682.00
				Sub-Total	$3,132.00
				Budgeted Fund Source Amount	$3,690.00
				+/- Difference	$558.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Teacher Supplies	*	$1,760.00
				Sub-Total	$1,760.00
				Budgeted Fund Source Amount	$847.00
				+/- Difference	-$913.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Counselor Travel	*	$0.00
1	1	4	Anti-Bullying and Red Ribbon Week Presentations	*	$1,000.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Counselor Supplies, posters, banners, fence art, etc...	*	$2,080.00
1	1	14	Robotics Travel and Registration	*	$500.00
1	1	14	Robotics Transportation Expenditure	*	$500.00
1	1	19	Office Supplies	31.6399	$2,080.00
1	1	19	Transportation Expenditure	11.6494	$500.00
1	1	19	Robotics, Travel Students	11.6412	$500.00
1	1	19	Misc. Contracted Services	31.6299	$1,000.00
				Sub-Total	$8,160.00
				Budgeted Fund Source Amount	$7,790.00
				+/- Difference	-$370.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7	After School Tutoring / HB4545		$44,300.00
				Sub-Total	$44,300.00
				Budgeted Fund Source Amount	$44,300.00
				+/- Difference	$0.00
				Grand Total Budgeted	$124,970.00
				Grand Total Spent	$110,747.00
				+/- Difference	$14,223.00

Donna Independent School District

D. Singleterry Elementary

2021-2022 Campus Improvement Plan

Mission Statement

The mission of Donna ISD is to ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. What do enrollment numbers indicate?

Our current student enrollment at Singleterry Elementary is 555 students.

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

Total Hispanics PPCD/PK-5th-539 **Other Ethnicity**= 1

PPCD/PK-5th LEP/EL= 409

PPCD/PK-5th NONLEP/EP- 122

PPCD= 1 LEP **PK**= 47 LEP **Kinder**= 63 LEP **1st**= 49 LEP **2nd**= 67 LEP **3rd**= 59 LEP **4th**= 75 **LEP/ 5th**= 48 LEP

PPCD/PK-5th SP.ED= 35 **PPCD**= 10 **PK**= 1 **K**= 0 **1st**= 7 **2nd**= 3 **3rd**= 2 **4th**= 7 **5th**= 5

PPCD/PK-5th Economic Disadvantage= 532 **Not Economic Disadvantage=** 19

PPCD/PK-5th Migrant- 15 **PPCD**=1 **PK**=2 **K**=1 **1st**=1 **2nd**=2 **3rd**=1 **4th**=3 **5th** =4

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

The student enrollment at Singleterry Elementary has remained between 500-550 in the past 3 years

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

PPCD/PK-5th LEP/EL= 409

PPCD/PK-5th NONLEP/EP- 122

PPCD/PK-5th Migrant- 15

PPCD/PK-5th SP.ED= 35

5. What is the data for special programs overtime?

Data shows that our numbers generally stay the same. As funding becomes available we continue to work towards making more assistance available for those students in need; just to ensure they are getting what they need to succeed and grow.

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

At Singleterry elementary students tend not to exit from special programs. Singleterry has a high population of bilingual students. Singleterry has been implementing the bi-literyacy program for the past three years to better help and serve our bilingual students.

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

At-risk students are group of students who are considered to have a high probability of dropping out of school and failing academically.

499 students are considered at-risk, out of 555 enrolled. At Singleterry Elementary the categories for at-risk students are: ELL, foster care, retained, homeless.

8. Who are our Migrant students?

At Singleterry Elementary we currently have 15 migrant students.

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

We have a high mobility rate in this campus because of the demographics. Parents will move to different addresses halfway through the year.

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

Our student population comes from the Edinburg/ Donna rural region.

11.What are the staff demographics?

67 total staff members, 54women, 13men, 32 professionals and 35paraprofessional.

12.What are the teacher/student ratios? How do these ratios compare to performance? (*Student Learning)

The ratio of teacher/ student are 22 students per teacher. Some classrooms have up to 25 students due to being over populated in that grade level. The more students in one classroom affects the learning of the students since they perform better in small group.

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

All teachers need to have a bachelor's degree and be state certified in their area of teaching. A teacher assistance needs to have a TEA certificate.

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

The data reflects that we have 100% of our teacher certified by the state of Texas. All teachers are highly qualified.

Demographics Strengths

1. The majority of our professionals are bilingual certified to meet the needs of our LEP population

2. The location of the school is centralized by the neighborhoods that are zoned to the school.

3. A simultaneous bi-literacy program has been in place to meet the needs of our students from pre-k to 3rd grade

4. To meet the needs of our at-risk students we have computer based programs such as; Istation, reasoning mind, imagine math to help them achieve their goals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Offer more parent meetings to inform them about the areas of growth and need to better support our students. **Root Cause:** Parents are uninformed on how to assist their children at home.

Problem Statement 2: Parents should be more accountable for their child's actions **Root Cause:** Parents need assistance in how to assisst students and support teachers.

Problem Statement 3: Have more specific instruction for our at-risk population; examples more differentiated instruction with smaller class sizes. **Root Cause:** District has us overcrowd our classrooms and ask for waivers instead of opening a new classroom.

Problem Statement 4: Hold parent tutoring meetings to teach them how to work with their children at home. **Root Cause:** Parents need the necessary skills to assist their children at home.

Student Learning

Student Learning Summary

Probing Questions and Answers

1. How is the student achievement data disaggregated?

By the following:

-grade level

-content

-language

-special pops

-skill/TEKS

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

Cross Comparisons Data Provides:

-levels of questions mastered

-concepts to reteach

-depicts trends and patterns amongst students

-comprehension gaps between data sources

3. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category? (*Demographics)- Due to the 2020-2021 Global Pandemic students at D. Singleterry Elementary were unable to take the STAAR test at the end of the 2019-2020 school year.

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

Unfortunately, we did not show growth in any area since students did not take the 2019-2020 STAAR test.

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

They are two groups that are making progress this school year. One group are the students who are remote learning and the other group are the one that are in the campus. Students

that are remote learning are making progress because they have the parents support. Some of the parents stay home with their child and they are there to help them navigate this school year. Some parents work, so when they come home, they know that they need to check on the student assignments and turn them in or help the child out. Another group are the ones that in-campus. This student are here because of lack of internet, or are having trouble with virtual learning.

6. What impact are intervention programs having on student achievement?

Istation in Espanol Program are used by the ELL students. Imagine Math, and Imagine Literacy are used for non-lep students. Both program as well as Istaion in Espanol, have proven to impact our student achievement by delivering computer-adaptive assessments that adjusts to each student skills level.

Which students are benefiting or not? Why?

Both of our ELL and our non-Lep students are showing progress. Many teachers are applying best practices when teaching. This has helped to maintain the progress that has already been made.

7. What does the longitudinal student achievement data indicate?

This data appears to indicate that over time our special population are inconsistent at best.

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

I am going to hypothesize that the data might not be painting a complete picture. The tests and the students have changed. STAAR test has been going up in difficulty and I recall, there was a group in the past that had been particularly low.

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

· It indicates the different levels race ethnicity, student groups, subjects and shows us what each level scored and helps us see what groups/subjects we can focus more on for the following year in order to increase our scores. In other words, the ones that are in need of assistance.

· Additionally, I see that it gives student performance at different levels (all subjects) 2018-2019.

Approaches Meets Masters

2018-68%

2019-65% 2018-33% 2019-29% 2018-11% 2019-9%

Revealing we have very few students performing above grade level and on level. Therefore, telling us we need to focus on reading and providing major intervention.

· Approaches level and I notice only 59% (2019) for Reading and 78% in Math on the Federal Report Card. Which tells us that more than 40% of our students are not performing at grade level/below level. School quality is also included to show possibilities as to why student performance is the way it is. The campus got a C. The data shows for 3rd:

10.Which students are making annual progress?

· I can see students are making annual progress in Math (academic growth section-72% in 2018 and 73% in 2019) but overall there is little but none.

· 99.8% of our campus are Hispanics, 99% economically disadvantaged and 76.1% EL's, 90.4% at risk. We can see how this really affects the academic growth of students at an increasing rate.

· Overall there is a 73% campus wide, student achievement 59%, school progress 74% and closing gaps 71%

Which ones are making projected growth? Who are these students?

· We had 1 point of academic growth in Math for all grades/subjects from 72% to 73%. For the rest we went down a couple of points only. (like 1 or 2 points) Scores: Reading (73 to 69), Math (72 to 73), Both (73 to 71).

· Based on observation the students with growth are usually the ones that are performing at masters or the ones that are provided major intervention that were able to acquire approaches before.

How does this data compare across programs, content areas, subgroups, etc.? (*Demographics & School Process)

· Across programs Math is where we have scored higher.

· Content area: Math

· Subgroup: at Approaches-I used this because majority of students in this area or below.

· We have very few students performing in Meets and Masters.

Reading Math Writing

3rd

2018-59%

2019-57%

4th

2018-55% 3rd 2018-69% 2019-65% 4th 2018-75% 4th 2018-51% 2019-55%

2019-55% 5th 2018-68% 2019-77% 2019-71% 5th 2018-93% 2019-89%

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

All curriculum is directly linked to the TEKS and other standards when the teachers create their lesson plans. In addition, teachers are provided with additional resources through the district's Share Point site that were created by the Academics Coordinators for each subject and grade level. All teachers have access to these materials so they can incorporate them into their lessons and daily activities. The campus Curriculum Specialists also review the teacher's submitted lesson plans to ensure that the students are receiving instruction according to the standards and TEKS that are currently supposed to be taught throughout the school year.

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

As students are taught the material, teachers are using formal and informal assessment to gather data as to what the students are retaining and more specifically what are the topics they are struggling with. Once they have done this the teachers review or even re-teach those topics to ensure the students comprehend the material and are able to move on forward with the material to follow. Teachers are constantly trying different approaches to try and motivate the students to continue their learning growth and that way they don't fall

behind.

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

Data helps reflect how well curriculum, instruction, and assessments are efficient within schools. This also helps schools see what areas are needed to be worked on and which are the strengths. Once schools see data whether it be on a computer screen or paper, it gives a better perspective for the school so that they may come up with a plan of action for improvement. The school can also use this data to challenge children that may be above their grade levels. There are times, we have students that "think outside the box" and with data to show us percentiles, we the school can begin to look add/use more curriculum for the instructional purposes of our students.

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

As far as curriculum, instruction and assessments, the district has tried their best to align them with 21st Century Learning Skills. Everything around us has become more technology centered, which makes sense to align 21st Century Learning. I think another factor that came into play was the pandemic. It was because of this pandemic that more technology usage had to be used in to meet needs all across. In most cases this really helped for not only Singleterry Elementary and Donna ISD to become more innovative.

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

When instructional strategies and learning activities relate directly to learning objectives and assessments it is easier to hit your expected outcome. Therefore, successful teachers should integrate a range of instructional approaches and resources to meet the diverse learning needs of their students. Consistency is a problem at the campus level. Curriculum, instructional strategies, computer-based programs etc… that are introduced by the district through staff development should be implemented with fidelity. The impact on specific student groups are as follows: Problem Statements Identifying Demographics Needs Problem Statement 1: Increase efforts to meet the needs of large population of at risk students. Special Education, Migrant, GT, LEP. Teachers need to use and apply strategies learned through district/campus staff development. 2:Increase efforts to differentiate instruction for our different populations such as GT, Special Education, Migrants, and Recent Immigrants in order to address all of the students needs. D. Singleterry Elementary Generated by Plan4Learning.com 9 of 65 Campus #108902116 October 26, 2020 12:15 PM

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

In reading, problems can affect performance across many content areas, occupational endeavors, and other functional skills that are used in everyday life activities. The school psychologist or diagnostician works with teachers and parents to define those problems through data-base decision-making methods, targeting interventions to address the problems and evaluating those interventions. There are two types of students with reading problems that school psychologist, diagnostician, and educators are likely to encounter. Those are students with IQ-reading achievement discrepancies, and students with a combination of low ability and low reading achievement. Team members have shared the responsibility for determining student's skill levels, identifying instructional variables, targeting appropriate interventions, monitoring students' progress as a function of interventions, and evaluating outcomes. These responsibilities have been carried out through database intervention methods. Progress monitoring of student performance over time was another critical component established, to assess whether interventions are effective for meeting students' literacy needs.

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

Effective instructional design can address learning needs and goals and potentially compensate for it in order to allow learners to maintain focus and motivation and to support them as they navigate their learning path. Classroom management is one of the critical ingredients of effective teaching. Arranging the physical setting for teaching is a logical starting point for classroom management because it is a task that all teachers face before school begins. To have a successful school year, students must understand and practice the behavior you expect of them. Additional procedures are needed to encourage students to complete assignments and to engage in other learning activities. The beginning of the school year is crucial for classroom management because our students will learn attitudes, effective behavior, and work habits that will affect the rest of the year. Once our students are attentive and

ready to participate, classroom management and instruction meet successfully.

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

To begin with, both expectations and assessments frequently are expressed in several documents, making it difficult to assemble a complete picture. Also, it is difficult to establish a common language for describing different elements of policy. The same term may have very different meanings when used to define a goal and when used to describe something measured by assessment. Further, the policy environment in an education system can be constantly changing. While old forms of assessment are still in place, new goals can be D. Singleterry Elementary Generated by Plan4Learning.com 10 of 65 Campus #108902116 October 26, 2020 12:15 PM mandated. Ever-expanding content areas, expanding technology, and a growing body of research on learning also can contribute to the complexity of identifying expectations and assessments. Educators increasingly recognize that, if policy elements are not aligned, the system will be fragmented, sending mixed messages, and being less effective. For example, the Systemic Initiatives Program of the National Science Foundation seeks to help states, school districts, and regions establishing policies based, in part, on assessments aligned with those goals. Also, the U.S. Department of Education's explanation of Goals 2000: Educate America's Schools Act (which includes Title I), both say that alignment of curriculum instruction, professional development, and assessments are key performance indicators for states, school districts, and schools that are trying to meet challenging standards.

19.How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?

Teachers create the assessments/bundles. Teachers create the curriculum and make a timeline. Teachers follow the timeline and they test on days that they are made aware of prior to the school year starting.

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

Technology currently available to students include Chromebooks, iPads, and desktop computers.

22. What is the technology proficiency for staff and students? (*School Process & Demographics)

Staff and student technology proficiency is average. Staff have been trained to use G-Suite for Education tools in daily instruction, whether virtual or in person. Students use G-Suite in one form or another on a daily basis.

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

Too many students at the same time using IPad+ or Chromebooks might affect internet speed. The students may be kicked out and the internet speed might be very slow due to that.

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

Due to the situation, we are currently in of teaching virtually since last March, the district offered various online Blended Learning conferences. More than 90% of the schoolteachers got Apple Teacher certification or Google certified: levels 1 and level 2. This conference offers many resources teachers could use to help them set up their virtual classes, such as Google Classroom. Teachers were able to learn to use and finally apply skills learned as the school year progressed. Lastly, teachers are currently working on **a series of on-demand PD modules around Virtual Instruction Best Practices**. These modules are designed to help teachers improve specific aspects of their instruction.

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

Technology is being use in all content areas. Students and teachers can connect virtually, and students can learn their lessons. When teachers are teaching virtually, they are using google classroom/meets to fulfill instruction. Teachers are also able to use and create their lessons by using goggle slides and assign work to the students to work on their own.

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

The design of the network has been improved from last year since the district has started virtual learning. Now it's faster and all devices can connect simultaneously. Sometimes problems do exist, especially when there's state testing. Therefore, state testing has been managed differently this year.

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

Technology is used in each classroom through their iPad and chrome computers. Teachers used their laptops, document camera and projectors. Students have access to many online programs such as Imagine math, I station, Imagine Learning, and many other programs teachers use in their classroom upon preferences.

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

As it pertains to Physical Education, we currently do not have anything that can measure the student's growth. We want to be able to measure the student's growth on a weekly basis to maximize their growth throughout the school year. With the Interactive Health Technology (heart rate monitors/activity trackers), we will be able to measure the student's heart rates during their healthy activities as well as encourage them to be more active to achieve higher growth levels. This will give us the baseline and end measurement for students throughout the school year.

Student Learning Strengths

The curriculum is spiraled throughout teacher lesson plans and Eduphoria.

The campus and teachers use computer based programs to assist with instruction on a daily basis.

Teacher use data driven instructions during the time they teach.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not reading at grade level. **Root Cause:** Students are not reading at grade level because COVID has impacted negatively by parents not sending them to school or by not logging into the class. Teachers need to focus on individual students and get to know their students to see what weaknesses/strengths they have and build from there.

Problem Statement 2: There is no reliable reading data. **Root Cause:** Guided Reading and Small Group Instruction is not being done with fidelity across all grade levels and in all classrooms to meet the year's growth for each student. Teachers need to implement running records for their students on a weekly basis. At this time computer programs dictate reading levels.

Problem Statement 3: Students are not acquiring the second language. **Root Cause:** Simultaneous Biliteracy needs to be implemented correctly from PK-2nd grade only. Not in 3rd-5th grade.

School Processes & Programs

School Processes & Programs Summary

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

Administrators conduct both formal and informal classroom visits. There are walkthroughs conducted weekly which are unannounced and one 45-minute observation done per year. If for any reason, a teacher is on an improvement plan they are given the proper assistance such as mentoring, opportunity to observe other teachers, and professional development. Student performance is also looked at to evaluate a teacher's performance.

Donna ISD uses the Eduphoria Appraise/Strive software for teacher evaluations. It integrates staff evaluation, goal setting, online and in-person feedback and collaboration.

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

Recruitment occurs through the Donna ISD website. Teachers must be bilingually certified due to the amount of EL in the district. Paraprofessionals are required to have 48 hours of higher education.

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

Staff attendance Rate: 90%

Staff retention rate: 100%

Turnover rate: 0%

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

Student Learning)

Singleterry Elementary assigns the most highly effective teachers to work with the highest needs students. All bilingual students are taught by a certified bilingual teacher. The students that are in special education get extra help by the special education teacher. The at risk students are monitored more in depth through the RTI committee. The student's teacher works with them in a small group setting. The teacher does progress monitoring every 3 weeks and the RTI committee meets every six weeks to see how the student is progressing.

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

The mentor program that is placed at Singleterry Elementary has both an effective and positive impact on new teachers. The mentor program helps and advices the new teacher in all subject areas such as Reading, Language Arts, Math, Science and Social Studies. The mentor also helps in facilitating with classroom needs, how to lesson plans, campus procedures

and the use of the district software. The software involves programs such as Eduphoria, Teams, Imagine Reading, Reading Istation and Imagine Math programs that are used by students and data is tracked by the district.

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

Every year the week before staff goes back to work there is a "new teacher orientation" week. New teacher orientation is given by district personnel explaining expectations, assignments, etc. New staff is supported by having a mentor assigned to him/her at the campus level. There are staff developments and PLC's that new teachers also attend for the subjects being taught. A lead teacher from the grade level is assigned and may also help the new teacher with support. Support from the lead teacher may include classroom rules and classroom expectations, classroom management, questions concerning with any subject area, etc.

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

The district holds staff developments at the beginning of the school year. Throughout the school each teacher is required to attend PLC trainings that each department has at the beginning of every six weeks. These trainings are a great help to the new teacher and serves as a refresher course for the veteran teacher. Teachers have grade level meetings to support each other in anything they may need. The teachers have strategists from the district to help them with any questions they may have concerning their content area. This year the district offered various online modules to help with online learning. They provided numerous ideas and programs the teachers can implement in their classroom.

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

Surveys are sent out to determine how proficient they are on technology, online learning, etc. The administrators and directors analyze the information. Professional developments are based on the teachers' needs.

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

Collective and individual decisions regarding professional development can be based on the needs that require improvement. Individually, each teacher receives the appropriate training depending on their grade level, if they're a first year teacher, or a teacher that was moved to a different grade level.

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

The type of professional development a staff member has depends on their grade level and content area. Teachers of bilingual students are required to do TELPAS, LAS and a bilingual conference offered by the district. Teachers are required to go to Imagine Language, Galileo, Istation, Imagine Math, Edusmart, STEMscopes and many other trainings that are deemed necessary. This year all teachers had to attend numerous trainings dealing with online teaching like Google Classroom, Classkick, PearDeck, Kami, Kahoot and Schoology.

The district requires that some programs get anywhere from 1 to 1.5 hour of usage per week. The usage of these programs is monitored by the directors of each department and the usage or lack of usage is make known to each teacher via an email. Strategists also come in to the classroom and monitor to see if what the teacher learned is being implemented in the classroom. All the training that teachers learned that dealt about online teaching was vital to the student's learning.

When the teachers apply what they learn you can see the difference in the students. If a student is using the required amount of time for each program the kids tend to do better in both math and reading. As far as online learning, the use of the online programs learned this year made learning more interactive

11. What evidence exists that families and community members are involved in meaningful activities

that support student's learning? What are the activities? Which parents and community members

are involved? What trends and patterns do we observe? (*Demographics & Student Learning)

We have different activities that supports student's learning. Teachers assign projects that the kids can do at home that involves family involvement. The school has various activities throughout the year that promote community involvement such as: literacy nights, Award ceremonies, Pastries with parents, Six Weeks Parades, Drug Awareness week, Library competitions, Nutrition classes. Through the ACE program we have drive by meetings that are open to the public. They have also partnered up with the Donna PD and Rodeo Dental to provide supplies and information to the parents.

The parent center sends out a monthly newsletter of the upcoming activities at school. The parents are invited to attend different classes dealing with different topics that can benefit the students. This year because of the pandemic, the parents would meet through zoom meetings and all parents were invited to attend.

The trend that we have observed is that attendance for these events are usually low unless their child is performing, then the parents come in. The students perform for a meeting and that's how more parents are attracted to these meetings.

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

Families and community members are involved in school decisions through parent workshops, school board meetings, conferences with the teachers, phone calls, electronic and paper memos, and other means of communication. Hearing concerns and comments of families and community members help administrators and staff recognize the needs of the children to help productively grow students, families, and community members.

13. What types of services are available to support families, community members, and students to encourage healthy family relationships?

Some services that we offer at Singleterry Elementary are monthly district wide Parent Learning Academies (PLA) organized by the Campus Parent Coordinator. These classes are presented for parents by different providers such as, Nuestra Clinica del Valle, Inc., Behavioral Solutions of South Texas, and DISD employees and administration. There are also informative sessions for parents about Medicaid, CHIPS, and physical and academic resources. Additionally, we have the Texas A&M Nutrition Class (AgriLife). Also available are free ESL and GED classes for adults provided by Region One. We provide Special Education services and Student Therapy with on campus special education teachers, therapists and diagnosticians. Other programs include a Migrant Program, Nutrition Classes with MHP Salud, Parent Portal, Biliteracy Program, Special Education-Child Find, McKinney Vento Program, Title 1 and ACE 21st Century Program. The school counselor also works with the parents in order to be able to meet the needs of the students.

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

The languages spoken by Singleterry school families are English and Spanish. All oral and written communication from the school (phone calls, Black Board Messages, parent letters, Facebook posts, newsletters, homework, textbooks) is delivered in both languages by native speakers. We are also a Biliteracy Campus, so our students can receive instruction in both Spanish and English equally.

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

We have different programs available to support students in special programs.

The district provides a full range of special education services: self-contained classrooms (for ages 3-21), inclusion services, therapies (Physical, Occupational, Speech, Vision, Orientation and Mobility), and special transportation. These services are overseen by certified Special Education teachers. For our English Learners we have the Biliteracy Program, these students receive instruction in both English and Spanish equally. We also have RTI (Response to Intervention) for students who are struggling. We have the 504 program for students with medical conditions. Lastly, we have the Gifted and Talented and Migrant programs for our students at Singleterry Elementary.

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

We currently have different community partnerships available to support families and students. These partnerships include: Nuestra Clinica Del Valle, Child Find, Mujeres Unidas, Donna Public Library, and Girl Scouts. Local businesses and organization partner with the school to assist and support families and students. Coupons are donated by restaurants such as Cici's Pizza and Texas Roadhouse. These coupons serve as incentives for excellence in academics and perfect attendance initiatives. Our students also have received donations from Tom's Shoes as part of their One for One Impact Program. Singleterry provides school clothing for students under a Federal Uniform Assistance Program.

If a Disaster Declaration is issued in our area, our school families and community receive access to funds, supplies, and food distributed by organizations such as the RGV Food Bank and FEMA. Many families were recipients of this type of assistance during 2020 and 2021. We had several instances of inclement weather and power outages which negatively affected our students. Federal, state and local organizations generously provided for these needs.

The COVID pandemic was also declared a disaster and has brought many challenges. The need to comply with social distancing guidelines has necessitated that meetings and trainings be held virtually. Singleterry Parent Center has used Zoom and Google Meets to provide various trainings and informative sessions (Tax Talk, Nutrition classes, district initiatives [Dr. Owl, student programs, internet access, etc.]). Our school nurses presented trainings on Healthy Habits, Dr. Owl and Wellness Sessions. Google Classroom training was provided by the Singleterry Librarian to assist our parents with Distance Learning.

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

The district supports teachers and staff by providing professional development in all content areas. The district also requires that all staff take online courses provided by Safe Schools/ Vector Solutions. Sessions include cyber safety, sexual abuse awareness, HIPPA and additional topics.

The district provides a strategic curriculum, which include many resources, that allows teachers to plan accordingly and purposefully every six weeks. The curriculum is available for all grade levels. To ensure the quality of teaching, the district will periodically visit the campus and provide trainings to teachers every grade level. The school provides the necessary resources needed to meet the district's requirements mandated by the state that guarantees all students' academic needs are met according to the No Child Left Behind Act of 2001.

18. What does the data reflect about classes, schedules, and student/staff teams?

The data demonstrates areas of student growth and achievement. It also clearly shows learning gaps and areas which need improvement. The data illustrates the benefits of teacher implementation of district curriculum. The data provided comes from many sources such as: district bundle tests, MyOn Reading, IStation Espanol, Galileo, Imagine Math, state tests, teacher made quizzes, and language proficiency tests. Effective, as well as ineffective teaching methods can also be reflected in the data. Using data is an important component for effectively monitoring student growth both as individuals and class levels. Finally, well thought out scheduling will have a direct impact on the data. Teachers who prepare their schedules in advance typically perform better and see greater student achievement than other teachers. Teachers are placed in grade level teams to ensure quality lesson planning and curriculum implementation.

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

Students should have daily activities with Reading and Math Tutorials, Istation, Imagine Math, Imagine Science, myOn. Also we can have activities one to one focus on those TEKS they are failing.

Adequate extra time is devoted to students performing poorly in all content areas, especially in tested content areas. This “extra time” may come from a couple of different avenues which include recess, P.E., or even after school tutoring. Tutoring (before/during/afterschool/ Saturday) is provided to the students to ensure students’ academic needs are being

met. ACE provides STAAR support and lower grade level support. The computer lab is available before school for students who arrive early and can take advantage of this learning opportunity. During these times, teachers are able to provide small group or one-to-one intervention. Guided Reading is provided to help close learning gaps in reading fluency and comprehension. More time is set aside for core subjects in order to provide small group instruction.

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

The Campus Level Planning and Advisory Committee (CLPAC) ensures that the opinions, questions and concerns of teachers are able to be communicated. The CLPAC provides a forum for free and open discussion. Faculty meetings and approachable school administrators enable teachers to express their thoughts on school policy. Teachers can make suggestions but do not make final decisions in school policies.

At the campus level, teachers are able to have their concerns heard through discussion with administration, lead teachers (grade level meetings), or at staff meetings. Administration also makes an effort to involve teachers & staff through formal and informal surveys. Administration forms a committee each year at the campus in which teachers are able to direct ideas through the CLPAC committee. This committee drives campus level decisions. Additionally, at the district level, teachers are able to be heard through the DLPAC committee. This committee is comprised of teachers from every school in the district. District decision making is influenced by this committee.

21. What role do teachers have in deciding what assessments will be used to evaluate individual

students or the program as a whole?

Testing on the district or state level is decided by district administration (strategists, directors and superintendents) at the main office. Teachers have minimal role in deciding what assessments will be used. Assessments such as bundle, comprehensive, and benchmark exams, computer program tests, and STAAR are determined by the district or state. Teachers may make suggestions regarding some assessments, but the final decision comes from the district office. Teacher made tests are common for weekly assessments and teachers also design their own checks for understanding (CFU). Teachers are able to voice their preference of language a student should test in and what accommodations students should get.

22. Do school committees and decision?making bodies make it easy for teachers, parents,

paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems?

Yes, the staff, school, and district are all involved in different committees to ensure informed decision making with different input and recommendations. Committees discuss and provide solutions for problems. School committees, such as the CLPAC meet regularly to proactively implement appropriate policy for the school. There is representation for all populations served. Everyone comes together as committees or staff groups to find resolutions to problems. Each person is heard and respected. Child nutrition staff should be a part of these committees to stay informed and contribute to solutions that can make a difference since they play a critical role in the success of daily school activities.

23. What evidence is there that there is a process for monitoring, evaluating and renewing the

curriculum to meet the needs of all learners?

There are different assessments supplied by the district which are aligned to TEA requirements and designed to meet students' needs. These assessments drive curriculum development and affect student achievement in a positive way. The school district curriculum continues to be updated according to information gleaned from data. The curriculum is constantly changing to meet the needs of the students based on teacher input and assessment data. Some curriculums indicate when something new has been added by presenting the link in red font. The results of grades, tests, and state assessments in all subjects help to evaluate and monitor where growth is needed, and to improve the curriculum to meet the needs of all learners

School Processes & Programs Strengths

At Singleterry Elementary, multiple web-based programs are used for both instruction and informational data.

The instructional programs provide excellent resources for our teachers and students.

The informational data drives curriculum and instruction.

It enables educators to target and scaffold instruction for efficient and effective lesson delivery.

Our parent center consistently provides quality resources for our families.

Campus and district committees ensure that everyone has an opportunity for their voice to be heard.

Administrators are approachable.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The district should increase its outreach to employees. **Root Cause:** It would boost morale and cooperation if educator opinions were considered and adoption of input was increased.

Problem Statement 2: There should be educator buy-in for best practice delivery. **Root Cause:** We need strict adherence to and implementation of programs, curriculum and effective teaching methods.

Problem Statement 3: Educators should be proactive problem solvers.

Perceptions

Perceptions Summary

1. Dr. Diana Ramirez Training for next year to assist in closing the learning gap.

2. A committee will be assigned to come up with a plan to reward students and encourage good behavior.

3. Classrooms are in need of updated projectors. It is recommended that new projectors be purchased at the start of the school year in order to meet this need.

4. It is recommended that training is provided at the start of the year, for all campus staff and parents determined to be in need of training on proper technology care and basic troubleshooting issues.

5. Staff needs to be trained on learning apps/programs that will be utilized for the school year.

6. Servers need to run faster. The Internet is very slow and sometimes spotty. Computers take a long time to load after a student logs in. The Internet needs to be upgraded to sustain having students and staff logged on.

7. There is a need for storage cart for student technology in every classroom.

8. The campus should also purchase back up Chromebooks for students that are getting their Chromebook serviced.

9. Next year we will conduct a survey with open ended questions to see how we can address the concerns related to feeling unsafe,"What can the campus do to address your concerns and help you feel safe?"

CNA Perception Data Sources

Class Structures in Place

We have 27 bilingual classrooms with fully bilingual certified teachers. We have 2 monolingual classes with fully certified monolingual teachers. Our classes are heterogeneously grouped. All teachers are self-contained due to Covid protocols.

Class Technology Needs by Area/Class/Department

Our campus has:

-A designated computer lab that contains 60 desktop computers for student use.

- 32 desktop computers in the library for student use.

-Every classroom has 4 desktop computers for student use, for a total of 40 desktop computers.

- 222 iPads, 260 chromebooks, and 115 hotspots.

-There are 2 ipad c.o.w.s with a total of 48 available. These ipads must be checked out as a unit (C.O.W.) by a teacher.

We are considered a 1 to 1 campus, meaning that every student is issued out a device. When our supply runs out and new students enroll, we request devices from DISD. If devices are available, they are sent to our campus. The hotspots are a part of a T-Mobile grant. We are currently not sure if hotspots will be made available again next school year.

Professional staff each received a new HP laptop from DISD at the start of the school year.

Technology Needs:

1. Servers need to run faster. The Internet is very slow and sometimes spotty. Computers take a long time to load after a student logs in. It also can't handle having the entire school on the internet at the same time.

2. Technology Cart with a charging station to store Chromebooks in the classroom during instruction.

3. Classrooms are in need of updated projectors. It is recommended that new projectors be purchased at the start of the school year in order to meet this need.

4. Staff needs to be trained on learning apps/programs that will be utilized for the school year.

Classroom Walkthroughs

Walkthroughs have changed due to the pandemic. Walkthroughs are now conducted virtually. Campus administration is required to complete 10 virtual walkthroughs per week, per administrator. This is done with fidelity across campus. Once a virtual walkthrough is conducted, feedback is given to the teacher within 10 working days as allowed by TEA. Administration keeps track of the date that a walkthrough is made viewable to the appraisee and the date it was viewed.

Climate Surveys

The district has sent out a Culture Survey district wide. See attached survey hard copy for questions included in the survey. We are unaware of the results from this survey as the district has not yet released them.

Discipline Management Records

The Discipline Management Plan entails the levels of action taken by different personnel (Teachers, Counselors, Administration, etc.) on campus . All incidents must be documented in Aware by completing a referral and parents must be notified. A parent may review his or her child's records. The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records which include disciplinary records. Mr. Park is in charge of discipline and once he fills out his portion

gives the referrals to Ms. Garza to input into Teams and Ms. Garza (Peims) keeps a copy.

Extra-Curricular Opportunities ACE

Parent Conference Meetings

Each grade level has a conference that is determined when the student goes to PE. The time below is the conference for each grade level

Pre-K 9:30-10:15 am

Kinder: 9:30-10:15 am

1st grade: 10:15-11:00 am

2nd grade:10:15-11:00 am

3rd grade:1:15-2:00 pm

4th grade: 1:15-2:00 pm

5th grade:2:00-2:45 pm

Sometimes, the teacher will have a virtual parent conference meeting afterschool, the morning before class or when the teacher schedules a virtual parent conference. At the beginning of the school year, the parents and students have to sign the parent-teacher compact. The parent teacher compact is an agreement that the student will do his homework, the parent will help the student out at home, and the teacher will do his/her part to help the student. Due to Covid-19,only some students are on campus, so we rely on communication apps to have contact with parents. Some of the apps that teachers are using to communicate with parents are Remind, Classdojo, Classkick, phone call and text.

Professional Development

Professional Development is regularly offered by the district. This year teachers attended a virtual Back to School Summit. The Bilingual Department also had a Bilingual/ESL Educational Summit in January. Every six weeks the district's strategists offer PLD's (using self-paced online courses or virtual meetings). The district has teachers who also attend the PLD's for the subjects they teach. The district shares a calendar for all trainings' through Sharepoint and emails the link for virtual meetings. Teachers are then able to sign up for the training through Eduphoria. Our administrators also assign training or inservice, if they feel that a teacher is struggling in a certain area. Teachers are also able to request to be sent to a certain training they would like to attend.

Professional Development Data

Teachers are required to obtain and submit their certification of completion after having attended their respective training. District takes attendance for all PLD's and training. They will let the camps administration know who didn't attend.

Recruitment and Retention Strategies

Job fairs, district website, interviews, recommendation letters, and certifications are used for recruitment and retention.

Resource Allocations Resource allocations are based on campus/student need. We do a CNA at the end of each year to plan for the following year. So currently what you are doing is looking at our needs and strengths and then we allocate funds to those areas that we need to fund. If we have problems in reading or math for example we put funds to cover for trainings, materials, etc. Every member of the school is involved in coming up with strengths/needs. Once we find out what the strengths are, we keep implementing them and the needs get funding so we can better the school and learning.

Special Program Qualifications

These are the Qualifications for

Special Education:

1. The student must have a disability or disabilities.
2. The student's disability/disabilities adversely affect educational performance.
3. The student's unique needs cannot be addressed through education in general education classes alone – with or without individual accommodations and requires specially designed instruction (SDI).

A student must have one of the following disabilities as defined by IDEA **and** the impact of the disability must create a need for services.

The following are the 13 disabilities:

1. Specific Learning Disability

2. Other health impairment

3. Autism

4. Emotional Disturbance

5. Speech or language impairment

6. Visual impairment

7. Deafness

8. Hearing impairment

9. Deaf - Blindness

10. Orthopedic impairment

11. Intellectual disability

12. Traumatic Brain injury

13. Multiple disabilities

504 Qualifications:

To be eligible for a 504 plan, a student must meet one of the following criteria:

- Have a mental or physical limitation or handicap that significantly impacts one or more essential life activities, like learning, concentration, walking, social interactions, breathing and diet.
- Provide evidence of the limitation or handicap, such as a doctor's report or some other type of medical or psychological evaluation.
- Be considered by others to have a significant limitation or handicap and be treated as such by others.

Support Structures in Place

All new teachers are assigned a mentor. Lead teachers assist their team members. There is also grade level collaboration.

T-TESS Evaluation system is in place so that teachers set and create their goals at the beginning of the year and monitor their progress.

Surveys (Parent Student Teacher)

Teacher Certifications

We will print every teacher certification from the SBEC website to turn in with all of our data sources.

Technology Plan

This school year, the district has purchased chrome books and laptops for every single teacher on campus. This way, every teacher will have access to more than just the desktop available in the classroom and may work from home if needed. Each classroom at Singleterry has a projector and document camera for use in the classroom. Along with this, each classroom is equipped with four student computers per classroom.

Turnover Rates

The turnover rate is less than 5%.

Perception Data: Probing Questions

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

The following question was answered:

Singleterry Elementary has a welcoming learning environment where I feel safe and comfortable.

Students:

- 39.5% Strongly agree
- 43.4% Agree
- 10.1% Neutral
- 4.7% Disagree
- 2.3% Strongly disagree

Strengths: 82.9% of the students that answered feel safe and comfortable.

Weakness: 7% of students do not feel safe or comfortable on campus. And 10.1% of students were neutral about this question. When the next survey is done the question, “What can the school do to have a welcoming learning environment where the students feel safe and comfortable?”

The following was answered by staff: The campus is a well-maintained and pleasant place

- 47.6% Strong agree
- 38.1% Agree
- 11.9% Neutral
- 2.1% Disagree
- 0 % Strongly disagree

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

The following question was answered: Are you familiar with the vision and mission of the school?

The mission of Donna ISD is to ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

The evidence is based on the survey that was completed by staff, parents, and students.

Staff**:**

- 53.2% Familiar
- 17% Very Familiar
- 19.1% Somewhat familiar
- 10.6% Not familiar at all

Strengths:One strength is that 70.2% of the staff is either very familiar or familiar with the mission and vision of the school.

Needs: Singleterry needs to create a committee that establishes a mission and vision for the school rather than sharing the same one as the district. The committee could revisit the vision and mission statements on a yearly basis to make adjustments as needed.

1. **3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc.? How does this data compare across groups? Which groups respond in which manner?** ***(*Demographics)***

The following question was answered: My teacher makes me feel safe and welcome.

- 55% Strongly Agree
- 37.2% Agree
- 3.9% Somewhat Agree
- 1.6% Disagree
- 2.3 Strongly Disagree

The following question was answered by staff members: There is a sense of respect among all staff.

- 17% Strongly Agree
- 46.8% Agree
- 27.7% Neutral
- 6.4% Disagree
- 2.1% Strongly Agree

Strengths: Students for the most part feel comfortable and safe on campus at 92.2% of those surveyed saying they feel welcome overall.

Needs:

Only 65.1% of staff feel a sense of respect on campus.

Incorporate more team building meetings/activities to better the campus atmosphere.

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

The Discipline Management Plan entails the levels of action taken by different personnel (Teachers, Counselors, Administration, etc.) on campus . All incidents must be documented in Aware by completing a referral and parents must be notified. A parent may review his or her child's records. The Family Educational Rights and Privacy Act (FERPA) affords parents and eligible students certain rights regarding student education records which include disciplinary records. Mr. Park is in charge of discipline and once he fills out his portion gives the referrals to Ms. Garza to input into Teams and Ms. Garza (PEIMS) keeps a copy.

Due to COVID-19 and remote learning, there was a smaller population of students physically in the classroom. Students were following the CDC protocols and socially distanced. There were no severe discipline problems. Most teachers had issues with students keeping masks and face shields on and needed to be reminded frequently.

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

The following question was answered: How safe do you feel at school?/How safe do you feel working at singleterry?

Staff:

- 34.5 Very Safe
- 48.9% Safe
- 17% Sometimes Safe

Students:

- 31.8% Very Safe
- 19.4% Safe
- 14% Sometimes Safe
- 0.8% Unsafe
- 34.1 Were at Home

Strengths: No staff member stated that they felt unsafe.

Needs: Only 83% of staff feel safe on campus at all times. On the next survey question needs to be added. "What can be done for you to feel physically safe at school?"

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

The following question was answered by students and parents: The school rules and expectations are clear and well known by all students.

- 45.7% Strongly Agree
- 40.3% Agree
- 7.8% Neutral
- 3.9% Disagree
- 2.3% Strongly disagree

The following question was answered by staff. The consequences for students violating school rules are applied consistently.

- 15.6% Strongly Agree
- 22.2% Agree
- 22.2% Neutral
- 26.7% Disagree
- 13.3% Strongly Disagree

Strengths: 93.8% of the students know school rules and expectations clear and well. Staff know rules and expectations well.

Needs: 40% of the staff considers that consequences for students violating school rules are not applied consistently.

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

The following question was answered by students and parents: How satisfied are you being part of Singleterry Elementary.

- 61.2% Very Satisfied
- 9.3% Somewhat Satisfied
- 24.8% Satisfied
- 3.9% Unsatisfied
- 0.8% Very Unsatisfied

Strengths: 85.3% of students are satisfied with being part of Singleterry Elementary.

Needs: 4.7% of the students do not feel satisfied. On the next survey an open ended question will be added "What can the school do to improve your perception of the campus?"

Comparison of student's attendance, tardies, and other behaviors. Attendance is worse than previous years, minimal tardies, discipline is low.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? *(*School Process and Student Learning)*

Currently, due to the Covid protocols and procedures, we have a limited number of referrals for students. There are 98% less referrals written this 2020 - 2021 school year compared to 2019-2020. Teachers are handling their classroom management well due to the number of referrals written. There have been 3 teachers who have written referrals the entire 2020-2021 school year. Teachers have an average between 4-13 students per class daily. The other students are working from home logging into Google Classroom. Teachers are now faced with different discipline problems. Some include: students turning cameras off, they are doing other things, do not participate and are also found watching videos on youtube. There are fewer student misbehavior issues in school. Students that are learning from home with packets and that are not logging in, is data that we cannot measure because of the chance of a parent or sibling doing the student's work.

The following question was answered by staff: I feel full support from my administration when faced with a discipline situation.

The following question was answered by students: My learning is interrupted by my classmates behavior.

Strengths: There are 42.6% of students surveyed that never have their learning interrupted by classmates, and 87% of staff who feel supported by administration with relation to discipline issues.

Needs: There are a total of 57% of students who occasionally or sometimes get their learning interrupted. There was a 12.8% of staff members who feel they rarely have support from administration when faced with discipline students. There needs to be consistent consequences for students who continuously disrupt instruction. Students should not be rewarded when they are sent to the office for discipline issues. This will then maximize effective classroom instruction in efforts to improve student achievement.

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

Students at Singleterry are given constant counseling lessons on substance abuse. Teachers talk to students about these topics and document on Drug Ed logs every six weeks. The counseling department organizes Red Ribbon Week so students learn more about these topics. During career day, speakers from law enforcement talk to students about topics such as gangs, drugs, and weapons. Singleterry elementary also offers counseling services through Communities In Schools. Communities In Schools is a national dropout prevention program that assists students improve their grades, attendance, and behavior. CIS of Hidalgo has been in existence since 1989 and has partnered with a variety of community agencies to provide qualitative student services.

CIS fosters a one-to-one relationship with young people, promoting individual achievement. CIS creates a safe, supervised, healthy, accountable environment in order to provide resources and services which meet individual needs. CIS works with the local community and serves as a resource broker and program facilitator by forming public/private partnerships needed to reposition community resources into the schools.

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students? What does student achievement reflect about these students versus others who are not involved? *(*Demographics & Student Learning)*

There are several extracurricular opportunities available at Singleterry. Those include: ACE and Communities In Schools (CIS). The students that participate in these extracurricular activities are students who have good attendance and passing grades. Students who attended these extracurricular activities are likely to pass all core subjects every 6 weeks as well as the STAAR exams.

- *ACE: 100 students, serviced 4x a week for 3 hours.*
- *Communities In Schools (CIS): 100 students, services 1x a week for 45 minutes.*

Strengths: There are a good number of students who are participating in the current clubs. The extracurricular activities can be used as a tool to promote positive behavior and help with social emotional skills.

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

Students and staff feel safe in the school setting. Classrooms are sanitized daily. Teachers and staff are given disinfectant wipes, disinfectant sprays, face shields, and masks on a weekly basis. Students and staff feel safe. Teachers place signs on their door if they want for anyone entering to wear a mask and/or face shield, or whether to not enter the room at all. The impact of the facilities on culture and climate is important because of the concern with Covid. Students and staff feel that the facilities are being attended to diligently and being sanitized extremely well. There is really not a concern for the facilities here at Singleterry thanks to our exceptional janitorial staff.

Staff:

- 46.8% Strongly Agree
- 38.3% Agree
- 12.8% Neutral
- 2.1% Disagree

47 responses." v:shapes="Picture_x0020_8">

Students:

- 51.9% Strongly Agree
- 38% Agree

- 6.2% Neutral
- 1.6% Disagree
- 2.3% Strongly Disagree

12. How does staff feel about technology?

The following question was answered by 40 staff members: I feel comfortable with the technology equipment, programs, and technology training at Singleterry.

The following statement was presented to staff and they were supposed to rate their comfort: I feel comfortable with the technology equipment, programs, and technology training at Singleterry.

- 38.3 % Strongly Agree
- 42.6 % Agree
- 17 % Neutral
- 0 % Disagree
- 2.1 % Strongly Disagree

80.9 to the survey either agreed or strongly agreed that they felt comfortable with technology. There were 8 people who were neutral and therefore we can not tell if more trainings are needed in any specific area.

Currently teachers have a 3 to 1 ratio (2 laptops and 1 desktop) projector, document camera, 4 student computers and a printer. Some of the teacher computers stopped working and had to be sent back a couple of times. Internet is also a main concern for staff. The Internet lags, slows down when teachers and students are all logged on. This also happened during TELPAS testing. This is an area that needs to be addressed.

Needs: Our internet server needs to be updated to be able to handle the entire campus being on the internet.

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

According to the climate survey that was sent out to the parents and students, they seem to be overall satisfied with Singleterry. As per parent comments implementation of the uniform policy was a concern and should be enforced to all students regardless of situation. Discipline is an area of need as per some parent comments.

Perceptions Strengths

Strengths:

Teachers have a 3 to 1 ratio of technology (2 laptops and 1 desktop) and students are at a 1 to 1 technology ratio.

80% of teachers and staff feel comfortable with the technology equipment, programs and technology training.

Majority of Teachers/Staff (83.8%) and students (82.9%) feel physically safe.

70.2% teachers/staff are familiar or very familiar with Singleterry's mission and vision

87% of teachers/staff surveyed feel supported by our administration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 40% of teachers/staff consider that consequences for students violating school rules are not applied consistently.

Problem Statement 2: 57% students feel their learning is sometimes or occasionally interrupted by their classmates' behavior.

Problem Statement 3: Parents, teachers and administration are concerned about the learning gap. 60% of our students have not been physically in the classroom since March 2020.

Problem Statement 4: Although, we have done great with 1 to 1 ratio of technology, the classroom is not equipped to charge or store classroom sets of Chromebooks. Also, due to manufacturing defects student have gone for a long period of time without their device waiting to be returned from the manufacture

Problem Statement 5: There is about 16.3% of the teachers/staff that sometimes feels unsafe. Due to covid teachers and students did not feel safe. Only 65.1% of teacher/staff feel a sense of respect on campus.

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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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 released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: Singleterry Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 1: Singleterry Elementary will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percentage of K-2 students reading on or above grade level will increase by 4%.

Evaluation Data Sources: iStation, STAAR, and STAAR EOC, TELPAS, PBMAS

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus Orientation. , T-TESS, Campus Handbook. August 2021 **Strategy's Expected Result/Impact:** Sign in Sheets, Agendas **Staff Responsible for Monitoring:** Principal All custodians, All Paraprofessionals, All Teachers, All Office Staff. **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide Staff Development in the Following Areas to Ensure Implementation of Best Practices: 1. Math Fact Fluency 2. Guided Reading 3. Literacy Centers 4. Biliteracy Framework 5. Balanced Literacy Approach to Reading 6. Writing Mechanics and Expository Compositions 7. Science Strategies 8. Math Strategies 9. PLD's 10. RTI 11. Accommodations for Struggling Learners 12. Technology Training 13. New Reading TEKS 14. Strategies to Target and Promote Reading 15. PBIS Training 16. Standard Protocol/Standard Reunification Method Training 17. Addressing the Learning Gap 18. STAAR Resign **Strategy's Expected Result/Impact:** Sign in Sheets Agendas Benchmark Data STAAR Scores TELPAS Scores Reading Levels Istation Reports **Staff Responsible for Monitoring:** Campus Administration, PK-5th Grade Teachers, Paraprofessionals **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Board Goals for 21-22 School Year BG1 The percentage of Kindergarten - Grade 2 students reading on or above grade level (as measured by I Station) will increase from 64% to 90% by the year 2023. BG2 The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 37% to 60% by 2023. BG3 The percentage of graduates demonstrating college/career/military readiness will in-crease from 43% to 90% by 2023. **Strategy's Expected Result/Impact:** The school system will pursue a System of Great Schools theory of action where central administration devolves autonomy to schools, empowers parents to make choices, creates performance contracts with campuses, annually evaluates performance of and demand for schools, and makes strategic decisions regarding growing access to high performing schools and addressing low performers. **Staff Responsible for Monitoring:** Principal Park, CS Schmutz, Teachers in PK-5th Grade **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.1, 3.2	35%	20%	40%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Students in 1st-5th will participate in Accelerated Reader. **Strategy's Expected Result/Impact:** 80% of students in 1st-5th will participate in the AR program. **Staff Responsible for Monitoring:** Librarian Ms. Quintanilla **TEA Priorities:** Build a foundation of reading and math	20%	25%	40%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Guided Reading **Strategy's Expected Result/Impact:** 70% of students served will increase their reading level as measured through Istation. **Staff Responsible for Monitoring:** Campus teachers, campus administration.	30%	20%	45%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Simultaneous Biliteracy **Strategy's Expected Result/Impact:** K-2nd grade students reading on grade level by EOY will increase and district established goals will be met. **Staff Responsible for Monitoring:** Classroom Teachers Campus Administration	25%	30%	55%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Istation Computer Program **Strategy's Expected Result/Impact:** The campus will meet at least 1/3 of their respective grade level District EOY Reading Goals. **Staff Responsible for Monitoring:** Classroom Teachers Campus Administration	20%	20%	50%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: myON **Strategy's Expected Result/Impact:** MyON will be implemented in all grade levels. **Staff Responsible for Monitoring:** Campus Librarian Classroom Teachers	25%	25%	90%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Imagine Math **Strategy's Expected Result/Impact:** Math Scores will increase a combined 3% annually when approaches, meets, and masters are averaged. Students will complete a minimum of 27 lessons. **Staff Responsible for Monitoring:** Classroom Teachers Campus Administration	20%	25%	45%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Reasoning Mind **Strategy's Expected Result/Impact:** There will be a 5% measurable growth in the PreTest (BOY) to the Posttest (EOY) results. **Staff Responsible for Monitoring:** Classroom Teachers Campus Administration	25%	25%	50%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Learning.com **Strategy's Expected Result/Impact:** All students K-5th grade will complete 75% of the technology applications TEKS skills within their grade level curriculum including critical digital literacy and online assessment. **Staff Responsible for Monitoring:** Classroom Teachers Campus Administration	20%	20%	40%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: StemScopes **Strategy's Expected Result/Impact:** For 5th grade Science, STAAR scores will increase a combined 5% annually when approaches, meets, and masters are averaged. 80% of all 5th grade students will utilize their online accounts, and 100% of all 5th grade teachers will utilize their online accounts. **Staff Responsible for Monitoring:** Classroom Teachers Campus Administration	20%	20%	45%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: A.R. Reading program. TEA Priorities: Build a foundation of reading and math. **Strategy's Expected Result/Impact:** 80% of students in 1st-5th grade will participate in the AR program. **Staff Responsible for Monitoring:** Librarian Quintanilla, Principal Park, CS Schmutz, PK-5th grade teachers and special education teachers. **TEA Priorities:** Build a foundation of reading and math	20%	25%	55%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Phonics training for all Teachers on campus. Trainer: Maricela Almanza, Inclusion Teacher **Strategy's Expected Result/Impact:** There will be an increase from 21% to 60% of the students reading on grade level. The growth increase will be 39%. Due to the pandemic, the majority of our students in the lower grades lack the foundational skills needed to be successful readers. Training will be provided to teachers in PK3-2nd grade in the areas of Phonics and Phonemic and Phonological Awareness to address the learning loss in the area of Reading. The presenter will train teachers on specific activities and strategies as well as information from the Multisensory Teaching Approach Dyslexia Training that are key to developing good readers. Teachers will have the opportunity to make materials and leave the training with activities that can be immediately implemented. **Staff Responsible for Monitoring:** Principal Park, CS Schmutz. **Funding Sources:** 255.13.6118.00.116.24.0.EP - Local (199) - 255.13.6118.00.116.24.0.EP - $2,500	20%	15%	45%	

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Lamac Inc. **Strategy's Expected Result/Impact:** Students will be given awards and incentives for students for All A, Perfect Attendance, Honor Roll, Good Citezenship, Grades. **Staff Responsible for Monitoring:** Principal Park, Counselor Trevino, Clerk Carranza, Classroom Teachers in PK-5th Grade **Funding Sources:** 199.11.6498.00.116.11.0.00 - Local (199) - 199.11.6498.00.116.11.0.00 - $2,966	10%	15%	50%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Singleterry Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: Bilingual/ESL: Singleterry Elementary will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: DISD Warehouse items for our students. **Strategy's Expected Result/Impact:** Staff and students will have access to warehouse supplies for daily classroom use. **Staff Responsible for Monitoring:** Principal Park, Secretary Cortez, PK-5th grade bilingual teachers. **Funding Sources:** 263.11.6399.00.116.25.0.00 - Title III (263) - 263.11.6399.00.116.25.0.00 - $5,348, 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - $4.86, 164.11.6399.00.116.30.0.00 - State Comp.(164) - 164.11.6399.00.116.30.0.00 - $32	0%	0%	0%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Singleterry Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 3: Special Education: Singleterry Elementary will improve its overall academic rating in the area of reading and writing in 2018 Texas Education Agency Performance Based Monitoring Analysis System by one performance level indicator.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Dyslexia: What is it and how can I help? **Strategy's Expected Result/Impact:** Teachers will attend training as per Special Education Department. Dyslexia training will be provided to teachers serving students who have Dyslexia. **Staff Responsible for Monitoring:** Teacher Maricela Almanza, Librarian Ester Quintanilla, Principal Park **Funding Sources:** Free Training - Local (199) - Free Training - $0	30%	35%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Region 1 Professional Development. Module 2: Updated Dyslexia Handbook 2021. **Strategy's Expected Result/Impact:** Inclusion teacher will be updated on new Dyslexia training and updates. **Staff Responsible for Monitoring:** Principal Park, CS Schmutz, Teacher M. Almanza **Funding Sources:** Free - Local (199) - Free - $0	0%	0%	0%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Singleterry Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 4: Migrant: Singleterry Elementary will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Migrant students will be issued a Chromebook/Ipad so that they can connect to online learning. **Strategy's Expected Result/Impact:** Migrant students will have access to technology to logon to online RSP learning with the teacher. **Staff Responsible for Monitoring:** Principal Park, Librarian Quintanilla	25%	30%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: DISD Warehouse **Strategy's Expected Result/Impact:** Migrant students will have access to supplies and materials for classroom learning. **Staff Responsible for Monitoring:** Principal Park, Secretary Cortez, Teachers who serve migrant students. **Funding Sources:** 212.11.6399.00.116.24.0.00 - Migrant (212) - 212.11.6399.00.116.24.0.00 - $360	0%	0%	0%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Singleterry Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 5: Fine Arts: Singleterry Elementary will assist students and teachers to achieve the highest level of excellence in academics, UIL contest, sanctioned competitions and to increase the overall percentage of high school students on track to obtaining Arts and Humanities endorsement by 10%

Summative Evaluation: Met Objective

Goal 1: Singleterry Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 6: Physical Education: Singleterry Elementary will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for p.e. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Summative Evaluation: Met Objective

Goal 1: Singleterry Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 7: Drop Out Prevention: Singleterry Elementary will increase the attendance rate from 95.1 to 95.6 for all students.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Lamac Inc. **Strategy's Expected Result/Impact:** Students will be given motivational phrased items for behaviorial and positive motivations. PBIS supports around the school. **Staff Responsible for Monitoring:** Counselor Trevino, Clerk Trevino, Pk-5th grade Teachers. **Funding Sources:** 289.31.6499.00.116.11.0.00 - Title IV 289 - 289.31.6499.00.116.11.0.00 - $3,681	0%	0%	70%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Lakeshore Learning Store **Strategy's Expected Result/Impact:** Posters will be placed around the school and hallways. Students will be able to read and learn the motivational phrases around the school. **Staff Responsible for Monitoring:** Counselor Trevino, Clerk Carranza, Principal Park, Librarian Quintanilla **Funding Sources:** 289.31.6499.00.116.11.0.00 - Title IV 289 - 289.31.6499.00.116.11.0.00 - $1,300	0%	0%	0%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Lakeshore **Strategy's Expected Result/Impact:** We will place motivational posters around the school. **Staff Responsible for Monitoring:** Principal Park, Counselor Trevino, Librarian Quintanilla **Funding Sources:** 199.31.6399.00.116.99.0.00 - Local (199) - 199.31.6399.00.116.99.0.00 - $461	0%	0%	0%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Singleterry Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 8: Advanced Academics: Singleterry Elementary will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

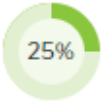
Summative Evaluation: Some progress made toward meeting Objective

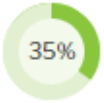
Goal 2: Singleterry Elementary. will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on STAAR exam will increase.

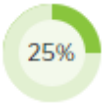
Performance Objective 1: Student Support Services: Singleterry Elementary will ensure our Middle School and High School students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Evaluation Data Sources: STAAR

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: LAMAC Inc. **Strategy's Expected Result/Impact:** Students will receive awards and incentives items for bdays, attendance, AR. **Staff Responsible for Monitoring:** C. Park, Counselor Trevino, PEIMS Caballero, **Funding Sources:** 199.11.6498.00.116.11.0.00 - Local (199) - 199.11.6498.00.116.11.0.00 - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Put-In-Cups **Strategy's Expected Result/Impact:** To promote drug/bully awareness, and school spirit throughout the school year. **Staff Responsible for Monitoring:** Counselor Trevino, Librarian Quintanilla, PEIMS Caballero **Funding Sources:** 289.31.6499.00.116.11.0.00 - Title IV 289 - 289.31.6499.00.116.11.0.00 - $3,570				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Valley Trophies LLC **Strategy's Expected Result/Impact:** Kinder students will recieve a graduation tassel in May kinder graduation. **Staff Responsible for Monitoring:** Kinder Teachers: Marquez, Lomas, Hernandez, Estrada **Funding Sources:** 199.11.6498.00.116.11.0.00 - Local (199) - 199.11.6498.00.116.11.0.00 - $204				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Sams Club **Strategy's Expected Result/Impact:** Incentives for students Honor Roll, Perfect Attendance, per 6 weeks periods. **Staff Responsible for Monitoring:** PK3-5th grade teachers, principal Park, CS Schmutz, Counselor Trevino. **Funding Sources:** 199.11.6498.00.116.11.0.00 - Local (199) - 199.11.6498.00.116.11.0.00 - $720	0%	0%	65%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Singleterry Elementary. 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. The percentage of students who achieve meets and/or masters performance level on STAAR exam will increase.

Performance Objective 2: Nutrition/Food Services: Singleterry Elementary will provide nutritional meals to 100% of all PK-12 students to support academic success.

Summative Evaluation: Met Objective

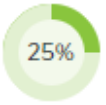
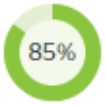
Goal 2: Singleterry Elementary. will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on STAAR exam will increase.

Performance Objective 3: Nursing/Health Services: Singleterry Elementary will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: DISD Warehouse **Strategy's Expected Result/Impact:** Students and staff will have access to PPE items from our warehouse. Items will be masks and wipes for disinfection of tables. **Staff Responsible for Monitoring:** Principal Park, Secretary Cortez, Teachers and staff. **Funding Sources:** 266.11.6399.00.116.24.0P1 - 266.11.6399.00.116.24.0P1 - $1,351, 266.11.6399.00.116.24.0.P1 - ESSER I (266) - 266.11.6399.00.116.24.0.P1 - $5,430				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: School Specialty **Strategy's Expected Result/Impact:** Scale for nurses office and PE and cones for student safety. **Staff Responsible for Monitoring:** Principal Park, Nurse Ortega, Coach Silva **Funding Sources:** 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - $1,043, 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - $2,200				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: DISD Warehouse **Strategy's Expected Result/Impact:** Students and staff will have access to PPE equipment such as masks, antibacterial sprays, sanitizing wipes and gloves. **Staff Responsible for Monitoring:** Principal Park, Secretary Cortez, PPCD - 5th Grade teachers. **Funding Sources:** 266.11.6399.00.116.24.0.P1 - ESSER I (266) - 266.11.6399.00.116.24.0.P1 - $2,500, 266.11.6399.00.116.24.0.P1 - ESSER I (266) - 266.11.6399.00.116.24.0.P1 - $5,430				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: DISD Warehouse **Strategy's Expected Result/Impact:** Staff and students will have access to PPE equipment for daily use. **Staff Responsible for Monitoring:** Principal Park, Secretary Cortez, Office Staff, Classroom teachers, custodial staff. **Funding Sources:** 266.11.6399.00.116.24.0.P1 - ESSER I (266) - 266.11.6399.00.116.24.0.P1 - $4,453	0%	0%	80%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Singleterry Elementary. 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. The percentage of students who achieve meets and/or masters performance level on STAAR exam will increase.

Performance Objective 4: Risk Management: Singleterry Elementary will ensure that a District Emergency Operations Plan that meets all elements outlined by the Texas School Safety Center is in place by first six weeks.

Summative Evaluation: Met Objective

Goal 2: Singleterry Elementary. 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. The percentage of students who achieve meets and/or masters performance level on STAAR exam will increase.

Performance Objective 5: Insurance: Singleterry Elementary will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

Evaluation Data Sources: Insurance: Singleterry Elementary will ensure that 95% of all employees and students have insurance coverage during the full contract period and ensure that 100% facilities have coverage.

Summative Evaluation: Met Objective

Goal 2: Singleterry Elementary. 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. The percentage of students who achieve meets and/or masters performance level on STAAR exam will increase.

Performance Objective 6: Police Department: Singleterry Elementary will decrease the number of cases that fall under the mandatory DAEP or Expulsion offenses by 10% each year by increasing the visibility and proximity to students at the respective campuses.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: BridgeNet Communications **Strategy's Expected Result/Impact:** We will have access to safety and security outside of the school. One of our cameras is not working and needs to be replaced. Replace domes for outside cameras. **Staff Responsible for Monitoring:** Principal Park **Funding Sources:** 199.23.6399.00.116.99.0.00 - Local (199) - 199.23.6399.00.116.99.0.00 - $982, 199.23.6399.00.116.99.0.00 - Local (199) - 199.23.6399.00.116.99.0.00 - $142	0%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Bridgenet Communications **Strategy's Expected Result/Impact:** School will have functional security cameras that will improve school security for the outside perimeter. **Staff Responsible for Monitoring:** Principal Park **Funding Sources:** 199.23.6399.00.116.99.0.00 - Local (199) - 199.23.6399.00.116.99.0.00 - $300	0%	100%	100%	→

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

Goal 3: Singleterry Elementary 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: Singleterry Elementary will ensure that all 3rd-5th grade students are tested with the required state assessments. Singleterry Elementary will ensure that all Campus Testing Coordinators, Principals, and other staff involved with testing receive appropriate training yearly.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: High Impact Tutoring/Learning Loss Tutors **Strategy's Expected Result/Impact:** High impact tutorials will be provided to address the learning loss in the area of Reading for the 4th grade students that did not reach the Approaches level or higher on the 3rd grade Reading STAAR in 2020-2021. Students will receive small group instruction that supplements the students' classroom experiences. The high impact tutorials will respond to the individual needs of the students to promote substantial learning gains. The components of the high impact tutorials will include: substantial time each week of tutoring, sustained and strong relationships between the students and tutor, close monitoring of student knowledge and skills, alignment with the school curriculum, and oversight of tutors to ensure quality interactions. **Staff Responsible for Monitoring:** Principal Park , Curriculum Schmutz, Tutor E. De La Garza, Tutor A. De La Garza **Funding Sources:** - ESSER III (282) - $22,120	25%	50%	50%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: High impact tutorials will be provided to address the learning loss in the area of Reading for the 3rd grade students that are not reading on grade level and are not passing the bundle assessments. Students will receive small group instruction that supplements the students' classroom experiences. The high impact tutorials will respond to the individual needs of the students to promote substantial learning gains. The components of the high impact tutorials will include: substantial time each week of tutoring, sustained and strong relationships between the students and tutor, close monitoring of student knowledge and skills, alignment with the school curriculum, and oversight of tutors to ensure quality interactions. **Strategy's Expected Result/Impact:** There will be an increase from 2% to 45% approaches of all students receiving tutorials. The growth increase will be 43%. *1 hour per day. **Staff Responsible for Monitoring:** Principal Park, CS Schmutz, Ms. E. De La Garza, Ms. A. De La Garza **Funding Sources:** - ESSER III (282) - 282 - $5,407.25	5%	35%	40%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 3: Singleterry Elementary 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: Federal Programs- Singleterry Elementary will ensure that intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the NCLB compliance application.

Summative Evaluation: Met Objective

Goal 3: Singleterry Elementary 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: Human Resources: Singleterry Elementary will maintain a 100% highly qualified status for the staffing requirements of the ESSA. Singleterry Elementary will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%. Human Resources: Singleterry Elementary will comply with 100% of requirements under Title IX of the Education Amendments of 1972.

Summative Evaluation: Met Objective

Goal 3: Singleterry Elementary 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: Expenditures: Singleterry Elementary will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: DISD Warehouse **Strategy's Expected Result/Impact:** Students and staff will have access to warehouse supplies for the 21-22 school year. PPE Items, water, ziplock bags. **Staff Responsible for Monitoring:** Principal Park, Secretary Cortez, Teachers in PK3-5th Grade. **Funding Sources:** 164.11.6399.00.116.30.0.00 - State Comp.(164) - 164.11.6399.00.116.30.0.00 - $3,680, 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - $1,587, 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - $1,082, 266.11.6399.00.116.24.0.P1 - ESSER I (266) - 266.11.6399.00.116.24.0.P1 - $1,882, 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - $1,400	30%	60%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: School Specialty **Strategy's Expected Result/Impact:** New chairs will replace broken chairs in office. **Staff Responsible for Monitoring:** Principal Park, Secretary Cortez **Funding Sources:** 199.23.6399.00.116.99.0.00 - Local (199) - 199.23.6399.00.116.99.0.00 - $537	20%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Positive Promotions Inc. **Strategy's Expected Result/Impact:** Staff will be rewarded with a folding chair for appreciation of their hard work and effort. **Staff Responsible for Monitoring:** Principal Park, CS Schmutz, Secretary Cortez, Counselor Trevino **Funding Sources:** 199.23.6498.00.116.99.0.00 - Local (199) - 199.23.6498.00.116.99.0.00 - $1,580	25%	30%	70%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: MJ's Printing **Strategy's Expected Result/Impact:** Staff will have access to a shirt for staff unity and school pride. **Staff Responsible for Monitoring:** Principal Park, CS Schmutz, Counselor Trevino. **Funding Sources:** 199.23.6498.00.116.99.0.00 - Local (199) - 199.23.6498.00.116.99.0.00 - $720	25%	55%	75%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: 5th Grade Field Trip **Strategy's Expected Result/Impact:** Students in 5th grade will take a field trip to the Glady's Porter Zoo and Peter Piper Pizza. **Staff Responsible for Monitoring:** Ms. C. Rodriguez, Ms. E. Dominguez, Ms. E. Silva, Ms. Button **Funding Sources:** 199.11.6412.00.116.11.0.00 - Local (199) - 199.11.6412.00.116.11.0.00 - $660, 164.11.6494.00.116.30.0.00 - State Comp.(164) - 164.11.6494.00.116.30.0.00 - $1,056	25%	25%	50%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Lamac Inc. **Strategy's Expected Result/Impact:** Students will have access to prizes for the library. Student incentives for reading and testing books. **Staff Responsible for Monitoring:** C. Park, Librarian Quintanilla **Funding Sources:** 199.12.6498.00.116.11.0.00 - Local (199) - 199.12.6498.00.116.11.0.00 - $400	35%	40%	60%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Rays Business Proucts **Strategy's Expected Result/Impact:** Students will be able to use the binders to store their portfolios throughout the year for HB 4545 documentation. **Staff Responsible for Monitoring:** Teachers in Kinder-5th Grade, Principal Park, CS Schmutz **Funding Sources:** 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - $460	20%	100%	100%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Jason's Deli **Strategy's Expected Result/Impact:** Staff will be attending a training at Singleterry Elementary on October 16, 2021. We will be having a phonics training for teachers. **Staff Responsible for Monitoring:** Principal Park, CS Schmutz, Teachers in PK3-5th grade. **Funding Sources:** 899.00.2190.00.116.00.0.00 - Coke Activity Account 899 - 899.00.2190.00.116.00.0.00 - $200	20%	100%	100%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: School Specialty **Strategy's Expected Result/Impact:** Custodial staff will have access to working vacuums that will be used in classrooms. Vacuums will be used to vacuum teacher carpets and the library carpet. **Staff Responsible for Monitoring:** Custodian Tapia, Custodian Vieyra, Custodian Hernandez **Funding Sources:** 199.51.6319.00.116.99.1.00 - Local (199) - 199.51.6319.00.116.99.1.00 - $1,382	30%	100%	100%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Gateway **Strategy's Expected Result/Impact:** We will have access to a safety ladder for putting up items needed to be posted around the school. **Staff Responsible for Monitoring:** Custodial staff, Principal Park, Librarian Quintanilla **Funding Sources:** 199.23.6399.00.116.99.0.00 - Local (199) - 199.23.6399.00.116.99.0.00 - $354	25%	100%	100%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: 11th Annual Assessment Conference HYBRID CONFERENCE **Strategy's Expected Result/Impact:** TEA updates in the areas of state assessment and curriculum. Cover STAAR, STAAR 2, TELPAS, and accountability updates. **Staff Responsible for Monitoring:** CS M. Schmutz **Funding Sources:** 255.13.6239.00.116.24.0.00 - Teacher/Principal (255) - 255.13.6239.00.116.24.0.00 - $150	15%	100%	100%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Escue & Associates RFP# 051721-577 **Strategy's Expected Result/Impact:** Students will have access to new books in the library for AR testing and reading. **Staff Responsible for Monitoring:** Librarian Quintanilla **Funding Sources:** 199.12.6329.00.116.11.0.00 - Local (199) - 199.12.6329.00.116.11.0.00 - $1,495	0%	35%	55%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: DISD Warehouse **Strategy's Expected Result/Impact:** Teacher and student supplies for classroom use and curriculum implementation. **Staff Responsible for Monitoring:** Principal Park, Secretary Cortez, CS Schmutz **Funding Sources:** 164.11.6399.116.30.0.00 - State Comp.(164) - 164.11.6399.116.30.0.00 - $5,300, 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - $435, 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - $3,000	0%	35%	65%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: LAMAC Inc. **Strategy's Expected Result/Impact:** Students will have access to prizes for library incentives and awards. **Staff Responsible for Monitoring:** Librarian Quinatanilla **Funding Sources:** 199.12.6498.00.116.11.0.00 - Local (199) - 199.12.6498.00.116.11.0.00 - $300	0%	35%	100%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Warehouse **Strategy's Expected Result/Impact:** Staff and students will have access to PPE equipment for safe practices at school. **Staff Responsible for Monitoring:** Principal Park, Secretary Cortez, Teachers, Custodians, **Funding Sources:** 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - $4,788, 263.11.6399.00.116.25.0.00 - Title III (263) - 263.11.6399.00.116.25.0.00 - $400, 266.11.6399.00.116.24.0.P1 - ESSER I (266) - 266.11.6399.00.116.24.0.P1 - $2,310, 164.11.6399.00.116.30.0.00 - State Comp.(164) - 164.11.6399.00.116.30.0.00 - $467, 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - $33	0%	0%	65%	100%

Strategy 16 Details	Reviews			
Strategy 16: MJ's Printing	Formative			Summative
Strategy's Expected Result/Impact: Awards and Incentives for our Teacher appreciation week. **Staff Responsible for Monitoring:** Principal Park, CS Schmutz, Counselor Trevino **Funding Sources:** 199.23.6498.00.116.99.0.00 - Local (199) - 199.23.6498.00.116.99.0.00 - $2,440	Sept	Dec	Mar	June
	0%	0%	65%	100%

Strategy 17 Details	Reviews			
Strategy 17: NEA ESP Conference	Formative			Summative
Strategy's Expected Result/Impact: Secretary Cortez will attend a TSTA 2022 NEA ESP Conference in New Orleans, LA. On March 25, 2022 **Staff Responsible for Monitoring:** Secretary Cortez, NEA Lori Martinez, NEA **Funding Sources:** Free - Local (199) - Free - $0	Sept	Dec	Mar	June
	0%	0%	60%	100%

Strategy 18 Details	Reviews			
Strategy 18: Gateway Printing	Formative			Summative
Strategy's Expected Result/Impact: Teachers need school supplies for everyday use for students. Warehouse does not have any in stock. **Funding Sources:** 263.11.6399.00.116.25.0.00 - Title III (263) - 263.11.6399.00.116.25.0.00 - $454	Sept	Dec	Mar	June
	0%	0%	0%	100%

Strategy 19 Details	Reviews			
Strategy 19: Rays Business Products	Formative			Summative
Strategy's Expected Result/Impact: Teachers and students need glues, glue sticks for projects and assignments. **Staff Responsible for Monitoring:** Principal Park, Teachers PK-5th grade **Funding Sources:** 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - $68	Sept	Dec	Mar	June
	0%	0%	0%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: CLPAC: Singleterry Elementary will maintain 100% of the required members in the Campus Level Planning and Advisory Committee to oversee all improvement activities at least 4 times per year.

Summative Evaluation: Met Objective

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

Performance Objective 2: Parental and Family Engagement Department: Singleterry Elementary will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year.

Summative Evaluation: Met Objective

Goal 5: Singleterry Elementary 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: Singleterry Elementary 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.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Federal Programs Clothing Assistance Fund. **Strategy's Expected Result/Impact:** Students will have access to clothing vouchers for uniforms. **Staff Responsible for Monitoring:** Principal Park, Counselor Trevino, Clerk Caballero **Funding Sources:** 211.32.6499.00.116.24.0.00 - Title I (211) - 211.32.6499.00.116.24.0.00 - $1,000	25%	35%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Communities In Schools (CIS) **Strategy's Expected Result/Impact:** Assist students in counseling, social emotional support, guidance. **Staff Responsible for Monitoring:** Principal Park, Ms. Ibarra,	20%	30%	55%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Lamac Inc. **Strategy's Expected Result/Impact:** Students will be celebration Drug Free Week in October. Red Ribbon Week activities and items. **Staff Responsible for Monitoring:** Counselor Trevino, Clerk Carranza, PEIMS Caballero. **Funding Sources:** 289.31.6499.00.116.11.0.00 - Title IV 289 - 289.31.6499.00.116.11.0.00 - $908	25%	100%	100%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Lamac Inc. **Strategy's Expected Result/Impact:** Students will have access to awards and incentives for perfect attendance, and weekly attendance and grades. **Staff Responsible for Monitoring:** Principal Park, PK3-5th grade teachers. Counselor Trevino. **Funding Sources:** 199.11.6498.00.116.11.0.00 - Local (199) - 199.11.6498.00.116.11.0.00 - $521	0%	0%	0%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Melhart Music Center **Strategy's Expected Result/Impact:** Students will have access to musical instruments for music class. Students will learn how to use the various instruments. **Staff Responsible for Monitoring:** Music teacher Cavazos. **Funding Sources:** 182.11.6399.00.116.11.0.00 - Fine Arts (182) - 182.11.6399.00.116.11.0.00 - $599	0%	0%	0%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Summative Evaluation: Met Objective

Goal 7: Singleterry Elementary will establish a technological infrastructure that promotes communication and learning within the school and community.

Performance Objective 1: Singleterry Elementary will establish a technological infrastructure that promotes communication and learning within the school and community.

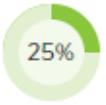
Summative Evaluation: Significant progress made toward meeting Objective

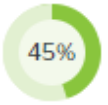
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Laptops for Teacher use, **Strategy's Expected Result/Impact:** Teachers will have access to new laptops. **Staff Responsible for Monitoring:** C. Park, Principal, Ms. Quintanilla, Librarian, Bilingual Teachers **Funding Sources:** 263.11.6399 - Title III (263) - 263.11.6399 - $5,348	20%	30%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: 1 Computer for PEIMS Clerk, 5 Projectors for Teachers, 2 Document Cameras for Teachers **Strategy's Expected Result/Impact:** PEIMS Clerk will have access to a computer to do her coding. Teachers will have access to working projectors and document cameras. **Staff Responsible for Monitoring:** Principal Park, Librarian Quintanilla, Secretary Cortez **Funding Sources:** 199.23.6395.00.116.99.0.00 - Local (199) - 199.23.6395.00.116.99.0.00 - $1,000, 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - $3,000	20%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Teacher laptops **Strategy's Expected Result/Impact:** Teachers will have access to laptops for classroom instruction on a daily basis. **Staff Responsible for Monitoring:** Principal Park, Secretary Cortez, Librarian Quintanilla **Funding Sources:** 211.11.6395.00.116.24.0.00 - Title I (211) - 211.11.6395.00.116.24.0.00 - $1,000, 263.11.6395.00.116.24.0.00 - Title III (263) - 263.11.6395.00.116.24.0.00 - $5,000	25%	35%	65%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Sterling **Strategy's Expected Result/Impact:** Students will have access to a mouse for classroom use with their Chromebooks. 3rd - 5th Grade students. **Staff Responsible for Monitoring:** Principal Park, Librarian Quintanilla, 3rd-5th Grade Teachers. **Funding Sources:** 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - $1,500				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Computer Repair Center #5429 **Strategy's Expected Result/Impact:** Students and teachers will have access to working computer keyboards. The ones we currently have are old and not working. **Staff Responsible for Monitoring:** Principal Park, Librarian Quintanilla, CS Schmutz **Funding Sources:** 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00 - $1,050				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: M&A Technology **Strategy's Expected Result/Impact:** Students will have Chromebook chargers to replace old chargers that are not working. **Staff Responsible for Monitoring:** Librarian Quintanilla, Principal Park, 3rd - 5th Grade Teachers. **Funding Sources:** 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - $450				

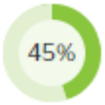
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Sterling **Strategy's Expected Result/Impact:** Counseling department will use camera to take pictures of events and post on social media pages for Singleterry Elementary. **Staff Responsible for Monitoring:** Counselor Trevino, PEIMS Caballero **Funding Sources:** 199.31.6395.00.116.99.0.00 - Local (199) - 199.31.6395.00.116.99.0.00 - $539				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: M&A Technology **Strategy's Expected Result/Impact:** Students will have access to headphones with a Microphone for classroom use. **Staff Responsible for Monitoring:** Classroom teachers in PK-5th grade, Computer Lab Manager Perez. *Computer Lab *300 301 302 303 304 305 306 307 308 309 *200 201 202 203 204 205 206 207 208 209 *100 101 102 103 104 105 106 107 108 109 **Funding Sources:** 263.11.6399.00.116.25.0.00 - Title III (263) - 263.11.6399.00.116.25.0.00 - $5,000, 211.11.6399.00.116.24.0.00 - Title I (211) - 211.11.6399.00.116.24.0.00	0%	55%	100%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Microsoft Store #303433 **Strategy's Expected Result/Impact:** Principal and Curriculum Specialist will have access to do walkthroughs and give immediate feedback to teachers after the observation. **Staff Responsible for Monitoring:** Principal Park, CS Schmutz **Funding Sources:** 199.23.6395.00.116.99.0.00 - Local (199) - 199.23.6395.00.116.99.0.00 - $3,480, 199.23.6399.00.116.99.0.00 - Local (199) - 199.23.6399.00.116.99.0.00 - $1,000	0%	25%	100%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: M&A Technology **Strategy's Expected Result/Impact:** Teachers and students will be able to have activities printed in color. Students will have access to worksheets that are color coded for learning. **Staff Responsible for Monitoring:** Teachers in PK - 5th, Principal Park **Funding Sources:** 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - $3,050	0%	45%	100%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Insight Public Sector #300627 **Strategy's Expected Result/Impact:** Speakers will be disseminated to teachers in the classrooms. Teachers play different educational videos for students and the speakers will help amplify the sound to all students. **Staff Responsible for Monitoring:** 3rd - 5th Teachers, Principal Park **Funding Sources:** 164.11.6399.00.116.30.0.00 - State Comp.(164) - 164.11.6399.00.116.30.0.00 - $93	0%	35%	45%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: M&A Technology **Strategy's Expected Result/Impact:** Teachers and students will have access to printed materials in color as per district curriculum. **Staff Responsible for Monitoring:** Teachers in PK-5th Grade **Funding Sources:** 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - $3,001				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Abacus Computers, Inc. **Strategy's Expected Result/Impact:** Teachers and students will have access to print in color for student projects and presentations. **Staff Responsible for Monitoring:** Principal Park, Teachers in PPCD-5th grade. **Funding Sources:** 199.11.6399.00.116.11.0.00 - Local (199) - 199.11.6399.00.116.11.0.00 - $820				

 No Progress Accomplished Continue/Modify Discontinue

State Compensatory

Budget for D. Singleterry Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for D. Singleterry Elementary

Name	Position	FTE
Aida Perez Comple	Teacher - 3D	0
Aida Valero	Academic Elective Teacher	0
Alfonso Rubio Salinas Silva	HS Teacher - DAEP	0
Angel A. Mendoza	CS Secretary	0
Anna Marilyn Martinez	Academic Elective Teacher	0
Araceli Garay	DEAN - DAEP	0
Arturo Hernandez	LPC	0
Aziel Lumar Del Rio	Teacher - 3D	0
Becky Alicia Maldonado	Teacher 3D	0
Belinda Ramirez	Teacher	0
Brenda Lee Ysquierdo	PEP Secretary	0
Carmen L. Quintero-Tamez	Social Worker	1
Christella I. Guerrero	Gear Up Facilitator	0
Cresencio Zuniga	MS Teacher - DAEP	0
Cynthia Escalon	CS Clerk	0
David Garcia	Teacher - DAEP	0
David Joe Trejo	Academic Elective Teacher	0
David Solis	MS Teacher - DAEP	0
Doris E. Morin	Secretary - DAEP	0

Name	Position	FTE
Eddie Ruiz	Creative Writing Teacher	0
Elizabeth Escamilla	Teacher 3D	0
Elizabeth Moralez	Elem. Teacher - DAEP	0
Elizabeth Villegas	Teacher 3D	0
Elvia Tijerina	Counselor Clerk	0
Esthela McCall	Teacher - DAEP	0
Frances Gonzales	Teacher 3D	0
Gerardo Bolanos	Teacher - DAEP	0
Gloria Diana Rosales	Counselor Clerk	0
Grace Victoria Gonzales	Teacher 3D	0
Jessie R. Mendoza	Drill Instructor - DAEP	0
Jonathan Miles Figueroa	Teacher - DAEP	0
Juan M. Mendoza	Principal - DAEP	0
Kelly Hunt	Homebound Teacher	0
Linda C. Garza	Instructional Strategist 3 D	0
Lisa D. Konecny	Child Mental Health Specialist	0
Lorena Alejandra Contreras Manzanares	Teacher - DAEP	0
Lupita PiÃ±a	Homebound Teacher	0
Maria Alicia Gonzalez	PEP Coordinator	0
Maria C. Garcia	C S Clerk - DAEP	0
Maria L. Sanchez	At-Risk Counselor	0
Maria Lara	At Risk Counselor	0
Maria Rebecca Moreno	Teacher 3D	0
Marie Yvette Luna	Teacher 3D	0
Mark Cantu	Drill Instructor - DAEP	0
Melissa Ann Luna	Social Worker - DAEP	0
Melva De La Garza	Counselor	0
Michelle Yvonne Gamboa-Beltran	At-Risk Counselor	0
Monica Ramirez	Gear Up Facilitator	0
Myrna G. Rodriguez	Creative Writing Teacher	0
Nancy A. Rivera	LPC	0

Name	Position	FTE
Norma Estella Cruz	Counselor - DAEP	0
Norma Linda	Counselor Clerk	0
Oscar Andres Hernandez	Teacher 3 D	0
Oscar Tamez	Homebound Teacher	0
Pablo Tarango	Teacher	0
Paula Botello	Drill Instructor - DAEP	0
Rachel Handy Quiroga	Teacher	0
Reyna Elizabeth Aguilar	Teacher - DAEP	0
Rose M. Alegria	Instructional Aid - 3 D	0
Soledad Gonzalez Garza	Counselor	0
Stella G. Mercado	Counselor Secretary	0
Sulema Salinas	Academic Elective Teacher	0
Sylvia Padilla	Dean of Instruction 3D	0
Sylvia Perez	Secretary of Curriculum	0
Sylvia Rubalcava	Counselor Clerk	0
Thelma Sanchez-Lira	At Risk Counselor	0
Victor M. Chavez	Teacher HS - 3D	0
William Garza	Instructina Aid	0
Yolanda Leal Sauceda	Child Mental Health Specialist	0

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	164.11.6399.00.116.30.0.00	164.11.6399.00.116.30.0.00	$32.00
3	4	1	164.11.6399.00.116.30.0.00	164.11.6399.00.116.30.0.00	$3,680.00
3	4	5	164.11.6494.00.116.30.0.00	164.11.6494.00.116.30.0.00	$1,056.00
3	4	13	164.11.6399.116.30.0.00	164.11.6399.116.30.0.00	$5,300.00
3	4	15	164.11.6399.00.116.30.0.00	164.11.6399.00.116.30.0.00	$467.00
7	1	11	164.11.6399.00.116.30.0.00	164.11.6399.00.116.30.0.00	$93.00
				Sub-Total	$10,628.00
				Budgeted Fund Source Amount	$14,000.00
				+/- Difference	$3,372.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	14	255.13.6118.00.116.24.0.EP	255.13.6118.00.116.24.0.EP	$2,500.00
1	1	15	199.11.6498.00.116.11.0.00	199.11.6498.00.116.11.0.00	$2,966.00
1	2	1	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	$4.86
1	3	1	Free Training	Free Training	$0.00
1	3	2	Free	Free	$0.00
1	7	3	199.31.6399.00.116.99.0.00	199.31.6399.00.116.99.0.00	$461.00
2	1	1	199.11.6498.00.116.11.0.00	199.11.6498.00.116.11.0.00	$2,000.00
2	1	3	199.11.6498.00.116.11.0.00	199.11.6498.00.116.11.0.00	$204.00
2	1	4	199.11.6498.00.116.11.0.00	199.11.6498.00.116.11.0.00	$720.00
2	3	2	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	$2,200.00
2	3	2	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	$1,043.00
2	6	1	199.23.6399.00.116.99.0.00	199.23.6399.00.116.99.0.00	$142.00
2	6	1	199.23.6399.00.116.99.0.00	199.23.6399.00.116.99.0.00	$982.00
2	6	2	199.23.6399.00.116.99.0.00	199.23.6399.00.116.99.0.00	$300.00
3	4	1	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	$1,400.00
3	4	2	199.23.6399.00.116.99.0.00	199.23.6399.00.116.99.0.00	$537.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	3	199.23.6498.00.116.99.0.00	199.23.6498.00.116.99.0.00	$1,580.00
3	4	4	199.23.6498.00.116.99.0.00	199.23.6498.00.116.99.0.00	$720.00
3	4	5	199.11.6412.00.116.11.0.00	199.11.6412.00.116.11.0.00	$660.00
3	4	6	199.12.6498.00.116.11.0.00	199.12.6498.00.116.11.0.00	$400.00
3	4	9	199.51.6319.00.116.99.1.00	199.51.6319.00.116.99.1.00	$1,382.00
3	4	10	199.23.6399.00.116.99.0.00	199.23.6399.00.116.99.0.00	$354.00
3	4	12	199.12.6329.00.116.11.0.00	199.12.6329.00.116.11.0.00	$1,495.00
3	4	13	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	$3,000.00
3	4	14	199.12.6498.00.116.11.0.00	199.12.6498.00.116.11.0.00	$300.00
3	4	15	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	$4,788.00
3	4	16	199.23.6498.00.116.99.0.00	199.23.6498.00.116.99.0.00	$2,440.00
3	4	17	Free	Free	$0.00
3	4	19	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	$68.00
5	1	4	199.11.6498.00.116.11.0.00	199.11.6498.00.116.11.0.00	$521.00
7	1	2	199.23.6395.00.116.99.0.00	199.23.6395.00.116.99.0.00	$1,000.00
7	1	6	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	$450.00
7	1	7	199.31.6395.00.116.99.0.00	199.31.6395.00.116.99.0.00	$539.00
7	1	9	199.23.6399.00.116.99.0.00	199.23.6399.00.116.99.0.00	$1,000.00
7	1	9	199.23.6395.00.116.99.0.00	199.23.6395.00.116.99.0.00	$3,480.00
7	1	10	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	$3,050.00
7	1	12	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	$3,001.00
7	1	13	199.11.6399.00.116.11.0.00	199.11.6399.00.116.11.0.00	$820.00
				Sub-Total	$46,507.86
				Budgeted Fund Source Amount	$55,020.00
				+/- Difference	$8,512.14

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	1	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	$1,587.00
3	4	1	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	$1,082.00
3	4	7	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	$460.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	13	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	$435.00
3	4	15	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	$33.00
5	1	1	211.32.6499.00.116.24.0.00	211.32.6499.00.116.24.0.00	$1,000.00
7	1	2	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	$3,000.00
7	1	3	211.11.6395.00.116.24.0.00	211.11.6395.00.116.24.0.00	$1,000.00
7	1	4	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	$1,500.00
7	1	5	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	$1,050.00
7	1	8	211.11.6399.00.116.24.0.00	211.11.6399.00.116.24.0.00	$0.00
				Sub-Total	$11,147.00
				Budgeted Fund Source Amount	$12,504.00
				+/- Difference	$1,357.00

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2	212.11.6399.00.116.24.0.00	212.11.6399.00.116.24.0.00	$360.00
				Sub-Total	$360.00
				Budgeted Fund Source Amount	$360.00
				+/- Difference	$0.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	11	255.13.6239.00.116.24.0.00	255.13.6239.00.116.24.0.00	$150.00
				Sub-Total	$150.00
				Budgeted Fund Source Amount	$3,731.00
				+/- Difference	$3,581.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	263.11.6399.00.116.25.0.00	263.11.6399.00.116.25.0.00	$5,348.00
3	4	15	263.11.6399.00.116.25.0.00	263.11.6399.00.116.25.0.00	$400.00
3	4	18	263.11.6399.00.116.25.0.00	263.11.6399.00.116.25.0.00	$454.00
7	1	1	263.11.6399	263.11.6399	$5,348.00
7	1	3	263.11.6395.00.116.24.0.00	263.11.6395.00.116.24.0.00	$5,000.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	8	263.11.6399.00.116.25.0.00	263.11.6399.00.116.25.0.00	$5,000.00
				Sub-Total	$21,550.00
				Budgeted Fund Source Amount	$22,000.00
				+/- Difference	$450.00

Coke Activity Account 899					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	8	899.00.2190.00.116.00.0.00	899.00.2190.00.116.00.0.00	$200.00
				Sub-Total	$200.00
				Budgeted Fund Source Amount	$800.00
				+/- Difference	$600.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1	289.31.6499.00.116.11.0.00	289.31.6499.00.116.11.0.00	$3,681.00
1	7	2	289.31.6499.00.116.11.0.00	289.31.6499.00.116.11.0.00	$1,300.00
2	1	2	289.31.6499.00.116.11.0.00	289.31.6499.00.116.11.0.00	$3,570.00
5	1	3	289.31.6499.00.116.11.0.00	289.31.6499.00.116.11.0.00	$908.00
				Sub-Total	$9,459.00
				Budgeted Fund Source Amount	$9,600.00
				+/- Difference	$141.00

Fine Arts (182)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	5	182.11.6399.00.116.11.0.00	182.11.6399.00.116.11.0.00	$599.00
				Sub-Total	$599.00
				Budgeted Fund Source Amount	$600.00
				+/- Difference	$1.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$22,120.00
3	1	2		282	$5,407.25
				Sub-Total	$27,527.25

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$63,414.00
				+/- Difference	$35,886.75

ESSER I (266)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	1	266.11.6399.00.116.24.0.P1	266.11.6399.00.116.24.0.P1	$5,430.00
2	3	3	266.11.6399.00.116.24.0.P1	266.11.6399.00.116.24.0.P1	$5,430.00
2	3	3	266.11.6399.00.116.24.0.P1	266.11.6399.00.116.24.0.P1	$2,500.00
2	3	4	266.11.6399.00.116.24.0.P1	266.11.6399.00.116.24.0.P1	$4,453.00
3	4	1	266.11.6399.00.116.24.0.P1	266.11.6399.00.116.24.0.P1	$1,882.00
3	4	15	266.11.6399.00.116.24.0.P1	266.11.6399.00.116.24.0.P1	$2,310.00
				Sub-Total	$22,005.00
				Budgeted Fund Source Amount	$25,000.00
				+/- Difference	$2,995.00
				Grand Total Budgeted	$207,029.00
				Grand Total Spent	$150,133.11
				+/- Difference	$56,895.89

Donna Independent School District

E.G. Salazar Elementary

2021-2022 Campus Improvement Plan

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Goals 18
- Goal 1: E.G. Salazar Elementary 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. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level. 19
- Goal 2: E.G. Salazar Elementary 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. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase. 45
- Goal 3: E.G. Salazar Elementary 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. 61
- Goal 4: E.G. Salazar Elementary 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. 63
- Goal 5: E.G. Salazar Elementary 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. 70
- Goal 6: E.G. Salazar Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process. 79

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

NEEDS BY CRITICAL SUCCESS FACTORS

CSF1 - ACADEMIC PERFORMANCE: ELLs need to have a strong foundation in their primary language to assist in transition. Support and target second language acquisition for ELLs in the classroom. Ensure instructional materials/activities are adequate to meet the needs of our ELLs.

CSF2 - QUALITY DATA TO DRIVE INSTRUCTION

CSF3 - LEADERSHIP EFFECTIVENESS

CSF4 - INCREASE LEARNING TIME

CSF5 - FAMILY AND COMMUNITY ENGAGEMENT: Parental involvement strategies need to be reevaluated to encourage parent participation of school events.

CSF6 - SCHOOL CLIMATE

CSF7 - TEACHER QUALITY: Professional Staff Development aligned to ELLs needs.

Demographics

Demographics Summary

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs. It is the number of students in each special program broken up by ethnicity, gender, or other category:

There was a change in the number of students enrolled in our campus this year. As per snapshot on 10/31/19 we had 510 students. This years snapshot was on 10/30/20 there were 459 students.

As per the 2019-2020 TAPR we served 510 students. 0 white students and 510 Hispanic students.

PK-55, Kinder-82, 1st grade-62, 2nd grade- 62, 3rd grade 75, 4th grade- 82, 5th grade- 92

The population fluctuated depending on the grade level. GT population increased from 27 to 20. Special Education population increased from 43 students to 47 students. The bilingual program had 261 students. Numbers are almost consistent throughout the years with the exception of our GT and SPED populations.

The trend has been to exit students from the Bilingual Program in 3rd, 4th, and 5th grade when they have met state expectations by passing the STAAR and receiving a TELPAS score of Advanced High in Reading, Writing, Listening and Speaking. With the new adopted Bilingual Model, the plan has changed to exiting students in earlier grade levels when they meet the TELPAS criteria.

2018-2019 3rd grade 1st year followups=0; 2nd year followups=0; Exit 2nd year followups=0

4th grade 1st year followups=4; 2nd year followups=1; Exit 2nd year followups=0

5th grade 1st year followups=2; 2nd year followups=1; Exit 2nd year followups=3

2019-2020 3rd grade 1st year followups=0; 2nd year followups=0; Exit 2nd year followups=0

4th grade 1st year followups=0; 2nd year followups=0; Exit 2nd year followups=0

5th grade 1st year followups=0; 2nd year followups=2; Exit 2nd year followups=0

Our at risk categories are: Bilingual, Retainees, At Risk (361 students), McKinney Vento, Not Met Standard on STAAR, PreK-2nd grade students who did not meet standard on Istation. and Foster students.

At Risk student count: 361 students

Migrant student count: 18

According to the Texas Academic Performance Report, the mobility rate for our campus was 18.4% (85 students) as compared to the district's mobility rate of 17.1%.

Staff demographics are as follows:

Teachers=30.2, paraprofessionals=12.2, administrators=1, professional support=67.2, counselors=1, librarian=1, nurses=1, nurse assistant=1, security=1, clerks=2, secretary=1, cafeteria staff=6, and custodians=3.

Class Size Average by Grade for 2019-2020: Kinder= 19.4 First Grade=14.5 Second Grade=14.2 Third Grade= 18.3 Fourth Grade=20.1 Fifth Grade= 18.2

Demographics Strengths

Teachers are fully certified with a bilingual certification with the exception of 3 teachers.

Eight teachers hold a Master's Degree; All paraprofessionals hold at least 45 college hours. Those that do not have 45 college hours have to pass a district assessment provided by the Human Resources Department.

Campus resources:

Having a computer lab for RTI- Special program participation/reports

Intervention- STAAR, RTI, Istation, Galileo/Imagine Learning, Amplify (K-2nd), CLI Engage (PK4) Imagine Math, Read Works, MyON, Reading A-Z/RazKids, Stemscopes, and Brain Pop

Migrant Tutorials- STAAR, RTI, Istation, Imagine Math, Imagine Learning, BrainChild

Guided Reading Groups- Istation Reports, Galileo/Imagine Learning, Reading A-Z/Raz Kids, Amplify K-2nd

Outside Tutor- Test Scores, Reading Levels

ACE Program- Istation, MyON and tutor support with homework

Problem Statements Identifying Demographics Needs

Problem Statement 1: High number of ELL and RTI students are performing poorly on District and State assessments/ **Root Cause:** Spanish, writing, reading, science, math and migrant tutors are approved late in the year.

Problem Statement 2: Academic achievement , discipline and attendance needs to improve. **Root Cause:** Sufficient monies have not been allocated by the District to increase the number of academic achievement and attendance percentages.

Problem Statement 3: There is a high number of At Risk students. **Root Cause:** Parental involvement needs to increase and communication between teachers and parents needs to happen more frequently and consistently.

Student Learning

Student Learning Summary

The latest campus accountability the school received was a "C" Rating for the 2018-2019 school year.

As a campus: ALL SUBJECTS 72% -3 from the previous year

Special Education Students : 33% -27 from the previous year

English Language Learners: 70% -3 from the previous year

Economic Disadvantage: 71% -2 from the previous year

Subject	Percent Met Standard	Percent Gains/Loss
Reading	75	+6
Math	80	-8
Writing	50	-2
Science	63	-19

Subject	3rd		4th		5th*	
Reading	76	+4	77	+9	73	+6
Math	76	+11	74	-7	90	-6
Writing			50	-2		
Science					63	-19

2019-2020 BENCHMARK RESULTS

As a campus: ALL SUBJECTS 60% +3 from the previous year
Special Education Students 28% +10 from the previous year
English Language Learners 54% -3 from the previous year
Gifted and Talented 98% +6 from the previous year
Migrant 56% +32 from the previous year

Subject	Percent Met Standard	Percent Gains/Loss
Reading	65	+5
Math	58	-5
Writing	65	+21
Science	54	-6

Subject	3rd		4th		5th	
Reading	54	-16	79	+16	62	+13
Math	55	-3	53	-7	67	-5
Writing			65	+21		
Science					54	-6

2019-2020 I-STATION READING LEVELS

Grade Level	BOY	MOY	MARCH	EOY Goal
Kinder	39%	56%	88%	80%
1st grade	44%	65%	68%	70%
2nd grade	71%	68%	77%	75%
3rd grade	63%	51%	64%	80%
4th grade	43%	61%	62%	70%
5th grade	45%	50%	43%	70%

The campus has shown growth in 3rd, 4th & 5th grade Reading. (2018-2019 TAPR report).
The campus continues to show growth in 4th and 5th grade reading and 4th grade writing. (2019-2020 Benchmark Data)

Lower grades (K-2nd grade) have shown growth on their reading levels with Kinder and 2nd grade achieving their MOY goal. (I-station Reading Level report)

Students reading on or above their reading levels has decreased from last year due to virtual learning.
Students with a strong parental support and a good academic foundation are showing progress.
ELLs in 4th grade and 5th grade showed some progress.
Our Gifted and Talented students are showing consistency in their academic achievement.
Our Migrant population had a 32% increase (2019-2020 Benchmark Report)

Student Learning Strengths

Students with a strong parental support and a good academic foundation are showing progress.
ELLs in 4th grade and 5th grade showed progress.
Our Gifted and Talented students are showing consistency in their academic achievement.
Our Migrant population had a 32% increase (2019-2020 Benchmark Report)

Intervention programs include ACE, Guided Reading,, Intervention Block, computer programs such as Imagine Learning, Reading A-Z, Imagine Math, MyOn, STEMscopes
These instructional programs target students not reading on grade level and students who are performing below expectations in other subject areas. Students are given targeted daily instruction and more individualized instruction.

Reading Levels as per Istation Report

New Reading adoption for PK-5th Grade (Houghton Mifflin Harcourt)

Note that all students have been transitioned in accordance with the Simultaneous Biliteracy Program as per the District. Due to the transition, the students have to close the gap in the new language. All students Pre-K through 3rd grade are receiving 2-days English and 2-days Spanish instructions with Friday alternating language.

ELL population has shown gains in 4th and 5th grade Reading.

The TAPR report for 2019-2020 Benchmark indicates declines in 3rd, 4th, and 5th grade Math and declines in 5th grade Science. 4th and 5th grade Reading showed gains.

The TAPR report also indicates overall declines in the following populations: ELL's, Economically Disadvanated, and Special Education.
The only content areas that showed progress among ELL"s were 4th and 5th grade Reading.

Gifted and Talented have been making annual progress and have been provided with enrichment activities.
Migrant students showed gains in our benchmark scores and continue to be tutored through our professional tutor.
K-2nd grade have shown gains on reading levels.

College and Career Readiness Standards are embedded in all instructional lessons and activities.
Performance assessments, which bring together concepts taught throughout the six weeks are connected to real world applications and promote critical thinking and hands-on oportunities for learning.
Scope and sequence through Curriculum Collaborative and Math curriculum is aligned to state standards and is modified each year to ensure compliance with state expectations.
Strategies and activities are aligned according to the various learning needs of the students and the complexity and rigor required by the STAAR assessment.
The differentiated instructional strategies are geared towards all student groups and populations.
Textbooks in adoption reflect alignment to state standards as well as being vertically aligned.
Intervention, ELD, and Guided Reading are instructional strategies implemented on a daily basis to meet the specific learning needs of the students and achieve the expected outcomes.
Imagine Learning assessments are given on a monthly basis to monitor the progress of all student populations as well as Math Benchmark s on Imagine Math.
Simultaneous Bilteracy is implemented in grades PK-3rd grade to facilitate and support the trasnsitioning of ELL's to their second language.

Students who are at risk of failing are provided with intensive small group instruction.
Teachers keep a Data Student Tracking form which tracks down students performance by six weeks.
Professional tutors are hired to work with small groups of students in the classroom.
The RTI process provides intervention for students who are at risk of being retained.
Tutoring, guided reading, and computer interventions such as Imagine Learning and Imagine Math have proven successful in raising student scores on various assessments.
Students who are at risk, ELL or in academic need are referred to attend the ACE afterschool program.

SUMMARY OF STRENGTHS:

Scope and sequence through Curriculum Sites is available to all teachers in all subject areas and grade level.
Capability of the Aware program provides extensive data analysis based on demographics and levsl of assessment achievement.
Extensive staff development in sheltered instruction and simultaneous biliteracy have been done to help our ELL population.
Hands-on centered activities that promote higher order thinking skills.
I-Station reading assessments to provide reading data is given on a monthly basis.
Lead teachers meet with their grade levels, verticl alignments and horizontal alignments were available through an Instructional Planning Day every six weeks.
Princpal and Curriculum Specialist meet with teachers on a weekly basis to discuss data and other grade level/school related issues.
Teachers within a grade level frequently assess students through the AWARE program to monitor mastery and non-mastery of skills and concepts.
45 minute Intervention Block during the instructional day (embedded in the master schedule)
PreK - 3rd grade implement the simulatneous biliteracy program that helps our ELL population.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The data indicates that we need to improve in the areas of Writing and Reading. **Root Cause:** The school and District need to target the English Language Learners.

Problem Statement 2: More English and Spanish books are needed in the library to address all genres. **Root Cause:** The literature in the library is scarce in the number of Spanish

books available.

Problem Statement 3: Resources to target ELL students is scarce. **Root Cause:** ELL resources, bilingual dictionaries and thesaurus, STAAR Science Spanish resources need to be prioritized in purchase orders by teachers.

Problem Statement 4: Students working below grade level are doing poorly on academic achievement. **Root Cause:** Professional tutors for 3rd-5th grade in reading, writing, math and science were hired late in the year.

Problem Statement 5: Many teachers lack technology expertise. **Root Cause:** The District focuses primarily on academics and fail to address professional development in technology.

Problem Statement 6: Students and teachers need more technology on campus for instructional and learning processes. **Root Cause:** Monies are allocated primarily for instructional resources .

School Processes & Programs

School Processes & Programs Summary

•The district uses Strive to keep track of teacher evaluations. Teachers receive an email whenever they have a new evaluation. They can click on the link, login, and easily view all feedback from campus administration walkthroughs. In addition, when district strategists do walkthroughs, they write a quick note with positive things they saw and suggestions for teacher improvement.

•Overall, recruitment efforts seek to find applicants certified for the specific position they will be assigned in, who demonstrate confidence and hold themselves to a high standard, and who have shown success in their given area of expertise, such as STAAR test percentage scores.

•The teacher attendance percentage was 97.8. Special Education teacher percentage was 94.5. The administration and office staff attendance percentage was 95.8.
•Staff retention rate varies by year, but hovers at about 90%.
•We have teachers at Salazar that have been here for over 10 years. One thing you can't count on at Salazar every year is a plethora of familiar faces. Turnover rate is at less than 10%.

•All teachers must be highly qualified. All teachers working with ELLs have Bilingual Certifications. All teachers have completed their 30 hour GT certification. In addition all teacher complete a 6 hour refresher course for GT every year. Teachers must also pass a test to be certified to assess students in the components of the TELPAS assessment. All certifications must be maintained effective or promptly renewed as needed. Teachers must also earn technology certificates yearly to maintain and upgrade their knowledge of best-practices in technology. In this way, students are always assigned to work with highly effective staff. In addition, test results are used to support teacher assignments in areas of greatest expertise so that students with the highest needs are supported in the most effective way possible.

•Our teacher mentor program gives new teachers the peace of mind of knowing that help is always available. Veteran teachers get new teachers up to speed on campus procedures, expectations, paper work, etc. As needed, mentor teachers provide additional support as well such as modeling, hands-on training, and observational feedback. The impact is that new teachers gain confidence more quickly and can focus on the real job of impacting student learning. New staff is supported by the mentor program as applicable. They are also supported through grade level meetings held by the grade level head teacher. As each grade level works as a team, new teachers assimilate easily into the team. New teachers attest to the friendliness and helpfulness of all staff.

•The system in place to build capacity and support the notion of continuous improvement is The Texas Teacher Evaluation and Support System. The observable domains of this system focus on how students respond to their teacher's instructional practices. Appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration. They system includes goal-setting and a professional development plan, an evaluation cycle, and a student growth measure.

• The principal has instituted a staff weekly updates newsletter on smore.com in which simple, effective teaching techniques and articles such as Using Aggressive Monitoring Active Monitoring to Maximize Student Learning, "The Heart of Teaching", and "Whatis Differentiated Instruction". Articles and techniques are discussed in staff meetings for clarification and to encourage implementation.

*The principal conducts regular PLC's with all grade levels to ensure teacher planning is based upon solid data, focused observations, student misconceptions, prior feedback and grade level goals.

*As the T-TESS process unfolds, teacher needs are constantly cared for. Based upon informal observations, self-reflection, student feedback, as well as test data, teacher needs are self-asessed as well as collectively assessed and addressed.

*Ongoing PLC's with administration are implemented and data is used to determine where teachers need to focus or if additional guidance or PD is needed.

•Teachers, at times, schedule classroom observations of other teachers on the same campus of throughout the district. Teachers also seek out Region I trainings based upon topics of

interest and need. In addition, district strategists and directors look at objectives students are struggling with and are prescriptive in designing district staff-development opportunities.

•Staff have attended ELAR/SLAR Teks trainings, the 10th Annual Assessment Conference, Rockin Review Conference by Lead 4ward, Annual Assessment Conference Strategies for Readers, T-TESS training updates, and Independent Investigation Training.

•Implementation of information and skills gained from professional development is monitored in a variety of ways. First of all, teachers make plans on how to integrate and implement new skills and knowledge, set goals, then self-reflect through end of the year self-analysis. Teachers identify evidence of goal attainment and reflect upon the impact of professional development on student achievement as well as what they could have done differently.

*The impact it has had on performance is visible through data such as district benchmarks and assessments, Imagine Learning/Galileo, and Imagine Math reports. The follow-up is to monitor future scores for continued gains whether it be from local assessments and data since this 2020 year we will not have STAAR data to review.

•There is a campus-based Parental Involvement Program in place. Agendas and sign-in sheets are maintained virtually where parents and community members attend parent meetings.

•The activities are parent workshops, literacy sessions, Pre-K Parent Reading Workshops, math workshops, nutrition classes, parent and community meetings, and office equipment sessions.

*The parents involved are mostly parents of lower grades in PK-2nd. Community members are police officers, restaurant owners, fire fighters, doctors, engineers, dentists, bankers, business representatives, EMS, etc.

*The younger the students are, the more involved the parents are. When the students get older, the parents tend to shadow their children individually rather than attending the Parent Center.

•Parents and community members are invited to virtual decision making meetings(ex. ARD's, RTI, GPC, and Promotion/ retention meetings), parental involvement policy

•The parent center offers services that involve families, community members and students. Our parent center encourages healthy family relationships such as family festivals, literacy classes, Workshops which include nutritional classes, diabetes awareness workshops, parenting skills education, health/hygiene classes, volunteering opportunities, building parent-teacher relationships, and agencies who offer their services)

*Communication to families include notes, letters, reminders in English and Spanish (Paper versions and through FB and Class Dojo). Home visits, flyers, newsletters, monthly calendars, teacher/parent contact logs, Class Dojo messages, office staff phone calls, Blackboard messages.

•We have available: Simultaneous Biliteracy Program for ELLs (PK-3rd), ACE Program, Migrant Tutor, Stem Scopes for Science, Reading Tutor, Math Tutor who helped Tier II and III students. Reading A to Z/RAZ Kids, Istation, Imagine Math, LRGV Learning Landscapes, Clever, Epic, Learning.com, Readworks, MackinVia (has all programs used for research, e.g. Brain Pop Programs, United Streaming, E Books, databases, School Tube) and Internet access for other educational programs. Students are provided with reinforcement and differentiated instruction that helps them be successful in their benchmarks and overall academics.

•Community agencies offer support for health and other information as needed through the Parent Center Workshops, Child-Abuse Prevention Class PK-1st, College-Readiness trips 3-5th, Partners in Print, Communities in Schools Social Worker, Literacy Nights integrated with Book Fairs and Festivals, Report Card Nights at school and at Peter Piper Pizza, Career Day, Showcase Parade, Literacy Nights-integrated with Book Fair Night and Festivals, Anti-Bullying presentations: Box-Out Bullying, Oscar Munoz, and Happy the Comedian, parent-teacher communication. Community volunteers get involved to educate parents and students.

School Processes & Programs Strengths

•New staff is supported by the mentor program as applicable. They are also supported through grade level meetings held by the grade level lead teacher. As each grade level works

as a team, new teachers assimilate easily into the team. New teachers attest to the friendliness and helpfulness of all staff.

•We have teachers at Salazar that have been here for over 10 years. One thing you can count on at Salazar every year is a plethora of familiar faces. Turnover rate is at less than 10%.

Administration supports teachers with instructional needs such as:

*Materials
*Staff development
*Instructional Academies
*Strategists for core subjects
*Instructional Coaches
*Readiness Assessments
*Instructional Planning Days
*Feedback and Coaching
*Resources for online learning

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The parents involved are mostly parents of lower grades in elementary classes (PK-2nd). **Root Cause:** Campus activities and performances tend to target the lower grades

Problem Statement 2: There is a gap in student achievement between Reading and the Math teachers **Root Cause:** There was a new reading adoption and teachers and district personnel were trying to learn it together throughout the year

Perceptions

Perceptions Summary

Students feel respected by their teachers and believe their teachers care about their learning.

There is no difference in the staff's view on the climate of the school.

Our vision is continously implemented by teachers and staff; they monitor student progress, reinforce student achievement, maintain a high level of responsibility for the student learning. Our Mission: At Salazar Elementary, we are "Recognizing the leader in students and staff".

The mission is evident in the staffs' continous improvement of academic areas by providing students with tutorial programs, intervention software, and maintaining a high level achievement standards.

•There is a common understanding that both student and staff work together towards student academic success. The majority of the staff and students demonstrate respect for each other. The majority of students feel a strong sense of belonging.
•There's a few students that do show lack of respect and don't feel the need to take part in the schools pride or academic environment.
•Students responding in this manner seem to be across all grade levels.

There was a significant decrease of student discipline and teacher concerns of student discipline compared to past years. There was an decrease in student attendance from past years due to Virtual Learning.

•All visitors must buzz the office in order to enter the buildng then the procedure to check ID's is in place, visitors report to office and office staff ensure that visitors have the required identification and we should implement all procedures equally and faithfully to all visitors.

•Staff and students feel a physically safe in the school. A new electronic door security system was installed that requires all visitors, including teachers to use a card key to enter the building. Administrators and security have a two-way communication radio where important info is relayed immediately. All doors are locked and only front door is accessible for entering.
•P.E. and portables buildings are enclosed by a fence to prevent outside individuals from coming into the school. Staff should be given the chance to partake in emergency trainings such as CPR.

Perceptions Strengths

Students and staff understand that everyone has a responsibility whether it is to teach or to learn. The staff reinforces student's grades, behavior, attendance, and good social skills and students partake in this belief by obtaining a high level of achievement. Students are recognized for their efforts during Monday assemblies, dances, free time for Benchmark and STAAR growth, Meets and Masters celebrations, iStation reading growth luncheons with students, AR gaming, Literacy Nights, drawings for perfect attendance prizes, pizza parties for classes with highest average in Imagine Math lessons, festival celebrations, Career Day, Food Can Drive and Elf Run.

All students with severe behavior problems are referred to the counselors or CIS social worker.

The majority of students are equally satisfied with the school's culture and climate.There is an increase in our attendance compared to previous years, continue current attendance incentives to maintain attendance rate. Behaviors issues declined over the past year.

The majority of the students participating in these activities are students that go beyond the scope of their learning; they are monolingual, bilingual, GT, LEP, etc. Extracurricular activities include cheerleading, UIL, spelling bee, The Book Club, Academic Week, Check Plus (garden project) Choir and technology.

Staff currently feel that technology is on the road to improving with the new laptops, ipads, and chromebooks. Students and staff feel safe overall in our campus. Attendance rate increased while student discipline issues declined.

Teachers and students feel that their learning is important.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There needs to be follow through with the issues on student discipline on the bus and effective forms of discipline actions need to be in place to remedy the behavior. **Root Cause:** The same students who continuously misbehave as is evident in their profile on the discipline system of the school.

Problem Statement 2: Technology training needs to be in place in order to effectively implement the newly acquired devices **Root Cause:** The lack of technology devices in the district diminished the desire to learn and implement tech activities in the classroom

Problem Statement 3: Students are not able to use the entire playground system **Root Cause:** Playground has not been repaired or upgrade in years

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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 engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: E.G. Salazar Elementary 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. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 1: E.G. Salazar Elementary will focus on instructional improvement resulting in at least 90% students meeting goals for all accountability measures. Applies to all content instructional areas-Reading/ELA, Writing, Mathematics, Science,and Social Studies. Applies to District, State (STAAR, TELPAS, ISTATION, PBMAS) and Federal /ESSA (AYP)

Evaluation Data Sources: STAAR, TELPAS, ISTATION, PBMAS,

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will use the district curriculum and instruction guide as their primary source of instructional direction for all subject areas. The curricula is vertically and horizontally aligned and integrates TEKS, ELPS and CCRS. **Strategy's Expected Result/Impact:** Increased number of students meeting or exceeding STAAR standards per core content area. **Staff Responsible for Monitoring:** Campus Principal, Curriculum Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** - Title I (211) - $14,430	20%	25%	35%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught daily with the allocated minutes and that lesson plans for Reading, ELA, Writing, Math, Science and Social Studies are being implemented and monitored. **Strategy's Expected Result/Impact:** Increased student performance as measured by District and State assessments. **Staff Responsible for Monitoring:** Campus Principal, Curriculum Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	30%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Obtain and provide program manipulatives, models, consumables, non-consumable materials, textbooks, instructional software, library books/materials, computers/printers and any other classroom /teacher instructional/office materials or resources for all core content and all student populations. **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, TELPAS, Think Through Math, Istation and PBMAS) **Staff Responsible for Monitoring:** Campus Administration, Executive Directors, Core Content Directors Librarian **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Title I (211) - $14,430, - Local (199) - $40,050, - Title III (263) - $2,547, - State Comp. (164) - $1,732, - Teacher/Principal (255) - $3,132, - Library Account (898) - $1,773.10, - Migrant (212) - $320, - Student Activity 865 - $2,000	15%	15%	25%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide staff with research based professional development aligned to performance data measured by District, State, and Federal accountability indicators to include Response to Intervention, data utilization, technology, core state adopted textbooks, supplemental programs, research based instructional strategies for ELLs and CCRS, classroom management, discipline (teaching) for appropriate behavior, Media specialist training and professional development, Counselor's State Conference and PE Coach professional development attendance at the TAHPED Conference. **Strategy's Expected Result/Impact:** Training Agendas Sign In Sheets Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in the number of referrals, and decrease in behavior referrals. Increased student participation in AR and other learning center initiatives. **Staff Responsible for Monitoring:** Core Content Director, Technology Director, Bilingual Director, District Level Administration, Grade Level Head Teachers, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** - Title I (211) - $14,430, - Local (199) - $40,050, - Teacher/Principal (255) - $3,132, - State Comp.(164) - $1,732, - Title IV 289 - $1,500	20%	25%	35%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and/or interventions. **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers, Support Staff, Program Directors, Core Content Directors, and Bilingual Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** - Title I (211) - $14,430	20%	20%	30%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Implement District initiatives such as Guided Reading, 5E Model, anchor charts, Bloom's Taxonomy, Kagan strategies, word walls, vocabulary development, interactive notebooks, literacy stations, technology, journals, software, Accelerated Reading, sheltered instruction and Simultaneous Biliteracy. **Strategy's Expected Result/Impact:** Walk Throughs Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers, Core Content Directors, Executive Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	50%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: The campus will implement a standard based grading system. All teachers will identify the standard associated with the posted grade. Reteach/retest guidelines will be reviewed/implemented with all teachers and will be monitored by Campus Administration. **Strategy's Expected Result/Impact:** Gradebook **Staff Responsible for Monitoring:** Campus Administration, PEIMS Clerk, Classroom Teachers, Content Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.6	25%	35%	35%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 1 years growth in reading level if student is below grade level. **Strategy's Expected Result/Impact:** Reading Levels STAAR academic outcomes **Staff Responsible for Monitoring:** Campus Principal, Curriculum Specialist, Content Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - $40,050, - Title I (211) - $14,430	20%	30%	35%	→

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Develop a campaign to encourage students to come to school regularly and stay in school through enhanced attendance. **Strategy's Expected Result/Impact:** Texas Academic Performance Report: Attendance and Six Weeks District Attendance reports **Staff Responsible for Monitoring:** Campus Principals, Attendance Helpers, Teachers, Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	30%	35%	→

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Ensure the district's Simultaneous Biliteracy program for English Learners 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:** Campus Administration, Bilingual Director, and Classroom Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	30%	35%	40%	✗

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Create more opportunities for students to participate in enrichment programs such as Choir, Cheerleading and Dance Team, UIL, Student Council, Spelling Bee, Battle of the Books, Campus Garden, Book Club, Book It, Library Helpers, Read to Succeed Six Flags Program, Jump Rope for Heart, Pennies for Patients, Elf Run, etc. **Strategy's Expected Result/Impact:** Increased enrollment in programs **Staff Responsible for Monitoring:** Campus Administration, Choir Teacher, UIL Coordinator, Spelling Bee Coaches, Cheerleading and Dance Sponsors **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	20%	30%	25%	→

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs. **Strategy's Expected Result/Impact:** Assessment Reports **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers, Core Content Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - $14,430	25%	35%	35%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide light snacks for staff on staff development days, staff grade level meetings, CLPAC and department meetings. **Staff Responsible for Monitoring:** Campus Administration Campus Secretary **Funding Sources:** - Local (199) - $720	20%	20%	20%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: The school will implement a teacher mentor program and provide mentors to new teachers, teachers new to the campus and teachers new to the grade level.	25%	30%	35%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Content leaders of Reading, Writing, Math, Science and Social Studies will engage in vertical and horizontal planning. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	25%	35%	40%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: All PK-5th grade teachers are encouraged to attend trainings offered during the summer and throughout the school year in the areas of ELA, Writing, Math, Science, Social Studies, and Technology. (Bill Mcdonald, Abydos, RGV Math Conference, RGV Science Conference, Technology Conferences, and other supplemental trainings offered by the District or Region 1 **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Funding Sources:** - Title I (211) - $14,430, - Teacher/Principal (255) - $3,132, - State Comp.(164) - $1,732	25%	30%	30%	100%

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Campus Administration have T-TESS certification valid for the next 2 years. **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4	25%	30%	30%	100%

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Campus Administration are certified through FEMA on safety. **Staff Responsible for Monitoring:** Safety and Risk Management Director Campus Administration	25%	30%	30%	→

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Campus Administration completed the hoonuit technology training. **Schoolwide and Targeted Assistance Title I Elements:** 2.6	25%	35%	35%	✕

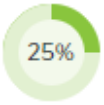
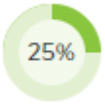
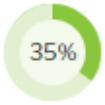
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

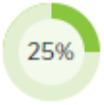
Goal 1: E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: Bilingual/ESL: E.G. Salazar Elementary will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16% and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schoosl to 30%.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Train teachers on pedagogy (sheltered instruction, inter al.)that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction to ELLs (Pearson, Houghton Mifflin, Scholastic, grammar books, etc.) **Strategy's Expected Result/Impact:** Requisitions, use in classrooms, inclusion in lesson plans **Staff Responsible for Monitoring:** Campus Administration ELA Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** - Title III (263) - $2,547				

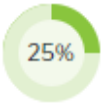
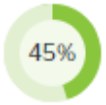
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain up-to-date instructional technology in ELD classrooms to serve students more effectively. **Strategy's Expected Result/Impact:** Use of technology instruction, enhanced TELPAS and STAAR scores for students utilizing technology **Staff Responsible for Monitoring:** Technology Department, Campus Administration, Classroom Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Comprehensive Support Strategy** **Funding Sources:** - Title III (263) - $2,547				

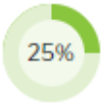
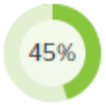
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: ELD and Guided Reading teachers will be trained to ensure they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the English Learners they serve. **Strategy's Expected Result/Impact:** Enhanced student performance, joint planning with teach of record; lesson plans with integrated sheltered instruction. **Staff Responsible for Monitoring:** Bilingual Director, ELA Director, ELA strategists, and ELL strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	25%	30%	35%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Enhance teacher quality by providing opportunities for teachers to attend local and state conferences (TABE) and training sessions specializing in strategies and methodologies of Simultaneous Biliteracy, for ELL students. **Strategy's Expected Result/Impact:** Walk Throughs, lesson plan reviews, student scores n TELPAS and STAAR. **Staff Responsible for Monitoring:** Bilingual Director Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Comprehensive Support Strategy** **Funding Sources:** - Title III (263) - $2,547, - Teacher/Principal (255) - $3,132, - Title I (211) - $14,430	25%	30%	45%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Support the Parent Educator by providing opportunities for her to attend local and state parent conferences to learn strategies for student support that they will then convey in regular parent meetings as well as informing parents about the district's bilingual model. **Strategy's Expected Result/Impact:** Meeting minutes, agendas, and sign-sheets. **Staff Responsible for Monitoring:** Campus Administration Parental Involvement Director **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.2 - **Comprehensive Support Strategy** **Funding Sources:** - Title III (263) - $2,547	25%	30%	40%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Dr. Lloyd will serve as a simultaneous biliteracy coach for our teachers. She will conduct observations and provide feedback and support to the teachers. Dr. Lloyd will also model lessons for teachers as needed. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	0%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Allow the teachers with Master's degrees to collaborate with other teachers. **Staff Responsible for Monitoring:** Teachers Adminstration **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Encourage highly effective teachers to engage in District Curriculum Writing. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: E.G. Salazar Elementary 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. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 3: Special Education: E.G. Salazar Special Education program will improve its overall rating in the Texas Education Agency's Local Education Agency Determination Report from a 3 to a 2 with a focus on student discipline and academic performance.

Evaluation Data Sources: STAAR ALT, TELPAS ALT, PBMAS

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide needed support to meet all required timelines as outlined by the ARD Committees on IEPs **Strategy's Expected Result/Impact:** ARD minutes **Staff Responsible for Monitoring:** Campus Administration, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	15%	20%	35%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunities for counselors and administrators to attend training in the area of assessment, IEPS, autism to address student behavior. **Strategy's Expected Result/Impact:** Reduction in student referrals, reduction in ISS placements, reduction in OSS placements, reduction DAEP placements, increase in academic performance **Staff Responsible for Monitoring:** Campus Administration Special Education Director **Schoolwide and Targeted Assistance Title I Elements:** 2.6	25%	35%	40%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide opportunities for staff to attend district, regional, and campus trainings in the area of accommodations, new state testing information, state and legal requirements, student behavior, and effective learning strategies. **Strategy's Expected Result/Impact:** Increase in academic state performance, increase in alternative accommodations **Staff Responsible for Monitoring:** Campus Administration, Teachers, Special Education Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Teacher/Principal (255) - $3,132, - State Comp.(164) - $1,732, - Title IV 289 - $1,106	25%	30%	40%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide supplemental reading programs to assist students with reading difficulties (Lexia, Istation,Prodigy, Imagine Math, RaveO) and Herman Method for students with dyslexia. **Strategy's Expected Result/Impact:** Increase in reading performance on District and State assessments. **Staff Responsible for Monitoring:** Campus Admin., Teachers, Special Ed. Teacher/Teacher Assistant **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	40%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide staff development in screening, identification, and dyslexia services. **Strategy's Expected Result/Impact:** Sign Ins Agendas **Staff Responsible for Monitoring:** Campus Administration, Special Education Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	30%	35%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide special transportation for educational field trips for life skills students. **Strategy's Expected Result/Impact:** Increase in state alternative assessment performance **Staff Responsible for Monitoring:** Special Education Director **Schoolwide and Targeted Assistance Title I Elements:** 2.6	25%	35%	50%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Recognize student academic performance (Honor Roll, Principal's List, Shout Outs, Good Citizen, etc.) **Strategy's Expected Result/Impact:** Increase in student academic performance **Staff Responsible for Monitoring:** Campus Administration, Campus Teachers, and Special Education **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - $4,000, - Student Activity 865 - $8,000	25%	35%	45%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide academic support to students through co-teaching in the classroom and in a small group. **Strategy's Expected Result/Impact:** Increase in academic performance **Staff Responsible for Monitoring:** Special Education Director				

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6	25%	30%	35%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: E.G. Salazar Elementary 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. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

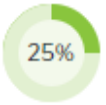
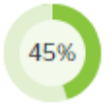
Performance Objective 4: Migrant students will receive enhanced instruction through various modes of instruction and instructional resources. They will pass all areas of the STAAR tests. At least 75% of the students will meet the state standard on the section of the English/Spanish STAAR test by the end of the school year. In Grades PreK - 2nd, 95% or more of the students will be promoted by the end of the school year.

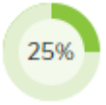
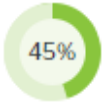
Evaluation Data Sources: STAAR, TELPAS, Report Cards

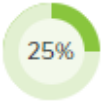
Summative Evaluation: Some progress made toward meeting Objective

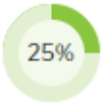
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify migrant students and their needs. **Strategy's Expected Result/Impact:** Special Pops Report **Staff Responsible for Monitoring:** Campus Administrators, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	30%	30%	100%

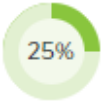
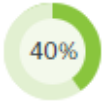
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Schedule students into appropriate programs. (GT, Bilingual) **Strategy's Expected Result/Impact:** Teacher Rosters **Staff Responsible for Monitoring:** Campus Administrators, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	50%	100%

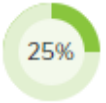
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide supplemental instruction to migrant students by offering: Extended day tutoring in core content areas, supplemental instructional support by teachers for migrant first grade students who are performing below the expected level of development and collaborate with parents on ways to support students' skill development at home. Instructional support will be provided outside the regular instructional time individually or small groups at least 1-2 times per week and will include engaging, age appropriate activities to target school readiness. **Strategy's Expected Result/Impact:** Tutorial Logs, Progress reports, benchmark and campus assessments, proposals for tutoring, Guided reading, ELD,OLD, Istation Reading, Imagine Math, and Think Central. (observations during instructional day) **Staff Responsible for Monitoring:** Campus Administrators, Teachers ACE Program **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Prioritize educational and support services for targeted Priority For Services students first before regular migrant students by: tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas. **Strategy's Expected Result/Impact:** Progress reports, benchmark and campus assessments, proposals for tutoring **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide clothing (uniforms, undergarments, shoes, and jackets when necessary) **Strategy's Expected Result/Impact:** Vouchers **Staff Responsible for Monitoring:** Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - $1,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide teacher planned classroom activities and projects, to include parents and provide opportunities for parental involvement in the classroom. **Strategy's Expected Result/Impact:** Sign Ins **Staff Responsible for Monitoring:** Curriculum Spec. Teachers Campus Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.1, 3.2				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide support services to migrant students in all grade levels by having a migrant tutor work with students in the classroom. **Strategy's Expected Result/Impact:** Title 1 Funds **Staff Responsible for Monitoring:** Campus Administration, Classroom Teachers, Migrant Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide certificates, prizes, plaques, ribbons and small trophies to celebrate migrant student participation and success/recognition during the school year and end of the year (Accelerated Reader points. Recognize top 10 A.R. Readers at end of year awards assembly, Honor Roll, Principal's List) **Strategy's Expected Result/Impact:** AR Report **Staff Responsible for Monitoring:** Librarian, Teachers, Campus Admin., Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Local (199) - $400, - Faculty Account 897 - $1,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide opportunities for parents to attend campus meetings, trainings, and conferences and provide light snacks for parent participants. **Strategy's Expected Result/Impact:** Meeting agendas, sign-ins				

Staff Responsible for Monitoring: Parent Educator

Schoolwide and Targeted Assistance Title I Elements: 3.2
Funding Sources: - Title I (211) - $100

25%	40%	55%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: E.G. Salazar Elementary 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. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 5: Physical Education: E.G. Salazar Elementary will require the FitnessGram physical fitness assessment to be administered to 90% of all students in grades 3 - 5 and 95% of all students enrolled in P.E. or course substituting for P.E.

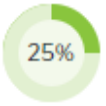
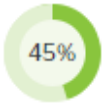
Evaluation Data Sources: MyHealthyZone-FitnessGram-Cooper Institute website

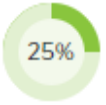
Summative Evaluation: Met Objective

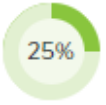
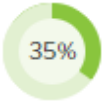
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Collect fitness data for all students at all campus enrolled in PE/Health using FITNESSGRAM **Strategy's Expected Result/Impact:** Fitnessgram data (annual) in grades 3-5. **Staff Responsible for Monitoring:** Campus PE/Health Teacher Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	30%	45%	100%

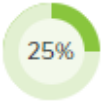
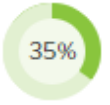
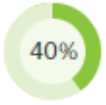
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Continue implementation of CATCH curriculum for PE/Healthy on campus. **Strategy's Expected Result/Impact:** Lesson Plans, Online Curriculum, Fitnessgram data (annual) in grades 3-5 **Staff Responsible for Monitoring:** Campus PE/Health Teacher Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	40%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Maintain a 45:1 ration in PE/Health courses to ensure safety and monitoring of the students. **Strategy's Expected Result/Impact:** Campus grade-level rosters **Staff Responsible for Monitoring:** Human Resources Department Campus Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	25%	30%	30%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Maintain up-to-date PE/Health timelines in online Curriculum Collaborative aligning state standards and district-adopted curricula. **Staff Responsible for Monitoring:** Director for Physical Education **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Maintain a Coordinated School Health program through annual SHAC (Student Health Advisory Committee) meetings that include multiple departments and community members. The committee will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. **Staff Responsible for Monitoring:** Directors of the following departments: -Federal Programs -Food Services/Nutrition -Nursing -Physical Education -Safety -Student Support Services -Parental Involvement **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: 6) Provide opportunities for staff members and parents to support in the Relay for Life annually. **Staff Responsible for Monitoring:** Volunteer staff members				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide nutritious snacks to students before or after class. **Schoolwide and Targeted Assistance Title I Elements:** 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: E.G. Salazar Elementary 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. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 6: To target the at-risk population, the attendance rate will increase from 95.1 to 97 for all students.

Evaluation Data Sources: District Percentage of Attendance by Campus Report, Texas Academic Performance Report (TAPR), District Weekly/Six Weeks Attendance Percentage Campus Standing Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify at risk students. Provide accelerated instruction for students who are academically deficient in Reading, and Writing. **Strategy's Expected Result/Impact:** Tutorial Logs **Staff Responsible for Monitoring:** Principal, Teachers Curriculum Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	30%	45%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide certified teachers and support staff to meet all needs for at-risk students including homebound students. **Staff Responsible for Monitoring:** Principal, Personnel Director Curriculum Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Local (199) - $4,000, - State Special Ed. (165) - $3,000, - State Comp.(164) - $2,000	25%	30%	40%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Emphasize fluency, phonics, and comprehension at all grade levels, targeting all students in grade K- 2nd. **Strategy's Expected Result/Impact:** Istation/ ISIP Espanol Reading A to Z Sing Spell Read and Write McMillan McGraw Hill resources TEKS **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	30%	35%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Monitor student progress by administering District Six Weeks Tests and conference with students about their progress. **Strategy's Expected Result/Impact:** Aware Reports **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	30%	40%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide opportunities for students experiencing difficulties mastering concepts to attend the intervention period and be tutored by the campus tutor/ attend Saturday Intervention Camp **Strategy's Expected Result/Impact:** Lesson Plans, Walk-throughs **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - $9,503, - Local (199) - $4,000, - Migrant (212) - $3,315, - Title III (263) - $3,800, - ESSER III (282) - $56,511	25%	30%	35%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Create a vocabulary word wall for every unit of study and utilize as a continuous review of concepts. **Strategy's Expected Result/Impact:** Lesson Plans, Walk throughs **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	35%	40%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Establish and implement intervention strategies for students at risk of not passing the Reading and Writing STAAR assessment. **Strategy's Expected Result/Impact:** Lesson Plans, Walk throughs **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	40%	50%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide training time to identify and align curriculum and instructional resources to TEKS during Instructional Planning Days. Review STAAR TEKS in all content areas. **Strategy's Expected Result/Impact:** Sign Ins Agendas **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	35%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide educational field trips for students as well as bring authors into the library to speak to students. **Strategy's Expected Result/Impact:** Lesson Plans **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - State Comp.(164) - $1,732	25%	35%	45%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide teacher planned classroom activities, projects, and student performances/assemblies/programs to include parents and provide opportunities for parental involvement. **Strategy's Expected Result/Impact:** Sign Ins Parent Logs **Staff Responsible for Monitoring:** Curriculum Spec. Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2 **Funding Sources:** - Teacher/Principal (255) - $3,132, - Student Activity 865 - $2,000	25%	40%	55%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Implement Family Literacy Night **Strategy's Expected Result/Impact:** Sign In Sheets **Staff Responsible for Monitoring:** Librarian, Teachers, Admin. **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.2	25%	30%	45%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Maintain open access to library to provide opportunities for research and independent learning. Also, extend morning and afternoon hours. **Strategy's Expected Result/Impact:** Circulation Report/Sign in sheet for students **Staff Responsible for Monitoring:** Librarian and Librarian Clerk **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	45%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Highlight students every six weeks those who earn top Accelerated Reader points with AR Gaming and The Top AR Reader Luncheon. Recognize top 10 A.R. Readers, Distinguished Readers and 100 points Club. **Strategy's Expected Result/Impact:** AR Report **Staff Responsible for Monitoring:** Librarian, Teachers, Campus Admin. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	30%	40%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Provide teachers with websites and resources through Education Galaxy, Destiny, MackinVIA, Panorama, Learning.com, Think Central, Readworks.org, Stemscopes, Istation, Imagine Math, Prodigy, and Myon. **Strategy's Expected Result/Impact:** Emails **Staff Responsible for Monitoring:** Librarian Teachers Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Local (199) - $40,050, - State Comp.(164) - $25,992, - Title I (211) - $65,897, - Teacher/Principal (255) - $4,599	25%	35%	45%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Provide low teacher/ student ratio to ensure academic success. **Staff Responsible for Monitoring:** Teachers Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	45%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Ensure that all students are invited and attend the DISD Academic Week. **Staff Responsible for Monitoring:** District Administration Campus Administration Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	40%	50%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 1: E.G. Salazar Elementary 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. The school will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 7: Advanced Academics: 97% of Gifted/Talented students will meet the state standards on all areas of STAAR.

Evaluation Data Sources: Texas Academic Performance Report (TAPR)

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide differentiated instruction to all G.T. students. Implement TEKS at high order thinking level. **Strategy's Expected Result/Impact:** Lesson Plans Walk-throughs **Staff Responsible for Monitoring:** Campus Administration, G. T. Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	30%	45%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Allow opportunities for extracurricular activities such as UIL, Spelling Bee, and Battle of the Books. **Strategy's Expected Result/Impact:** Practice Log **Staff Responsible for Monitoring:** G.T. Coordinator, G T Teacher Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	40%	50%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Ensure that all student populations are tested for G.T. **Strategy's Expected Result/Impact:** Special Pops. Testing Roster **Staff Responsible for Monitoring:** Teacher, Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	45%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide G.T. resources to supplement the instructional programs. (robotic kits, coding kits, Nooks/Kindle Fires and Ipads for research, Derby ramps, art supplies, STEM kits, etc. **Strategy's Expected Result/Impact:** Lesson Plans **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	45%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Incorporate research strategies in lesson planning. **Strategy's Expected Result/Impact:** Lesson Plans **Staff Responsible for Monitoring:** Campus Admin Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	40%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Implement District curriculum utilizing DOK Levels 3/4 **Strategy's Expected Result/Impact:** Lesson Plan **Staff Responsible for Monitoring:** Campus Administration, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	35%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Allow ample opportunities for students to work on cooperative projects. **Strategy's Expected Result/Impact:** Lesson Plan **Staff Responsible for Monitoring:** Campus Administration, Teachers, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	45%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide gifted/talented instructional strategies, workshops, and trainings. **Strategy's Expected Result/Impact:** Agendas Sign Ins **Staff Responsible for Monitoring:** Teachers, G.T. Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	40%	50%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide research based and effective teaching practices that impact G.T. student learning with adequate/effective basic and maintenance training. **Strategy's Expected Result/Impact:** Agendas Sign Ins **Staff Responsible for Monitoring:** Teachers, G.T. Coordinator **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	55%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Provide G.T. certification (30 hour training for new teachers or the 6 hour update training for those that have already received their 30 hours.) **Strategy's Expected Result/Impact:** Agendas Sign Ins **Staff Responsible for Monitoring:** Teachers, G.T. Coord. Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	25%	35%	40%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Provide teacher planned classroom activities, projects to include parents and provide opportunities for parental involvement in the classroom. **Strategy's Expected Result/Impact:** Sign Ins **Staff Responsible for Monitoring:** Curriculum Teachers Administration Parent Educator **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.2	25%	35%	50%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Contact and involve parents in classroom projects, activities, and assignments. **Strategy's Expected Result/Impact:** Parent Logs **Staff Responsible for Monitoring:** Campus Admin. Teachers, Parent Ed. **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.2	25%	45%	40%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: . Provide campus recognition for student achievement. **Strategy's Expected Result/Impact:** Benchmark Stars **Staff Responsible for Monitoring:** Teachers Admin. Counselors, Librarian **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	35%	100%

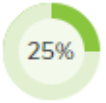
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

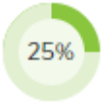
Goal 2: E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

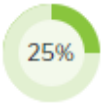
Performance Objective 1: The percentage of students in grades 3-5 who achieve meets and/or masters performance level on the STAAR exam will increase from 26% to 33%.

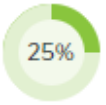
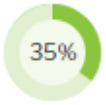
Evaluation Data Sources: STAAR

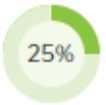
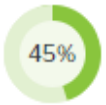
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The district will implement a standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators. **Strategy's Expected Result/Impact:** Gradebook **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Content Directors, Campus Administrations, and Teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a years growth in reading level if student is below grade level. **Strategy's Expected Result/Impact:** Reading Levels and STAAR academic outcomes. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, ELAR, Bilingual, & Library Services Directors, Campus Principal, Curriculum Specialist, Classroom Teachers Librarian **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: 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 standards per core content area. **Staff Responsible for Monitoring:** Campus Principals, Deans, Curriculum Specialists, Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, 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 Principals, Deans, Curriculum Specialists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. **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, TELPAS, & PBMAS.) **Staff Responsible for Monitoring:** Campus Administration, Asst. Supt. for Curriculum and Instruction, and Core Content Directors. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide research based staff development aligned to performance data (Reading, Math, Science, Writing) as measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELL's, research based instructional strategies for CCRS, classroom management, and discipline (teaching) for appropriate behavior. **Strategy's Expected Result/Impact:** Professional Development District Plan, 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:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director, and Bilingual Director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Teacher/Principal (255)	25%	35%	45%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contacts, team meetings, data analysis, and revolving follow up. **Strategy's Expected Result/Impact:** Decreasing number of struggling students requiring tutoring and or intervention. **Staff Responsible for Monitoring:** Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, District Strategists, RTI Coordinators, Bilingual Director, Asst. Supt. of District Operations, and Asst. Supt. for Curriculum and Instruction. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	40%	40%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON,				

STEMScopes, Edusmart, I-Station, Abydos, DLM kits, Circle Curriculum, Sing, Spell Read & Write, Simultaneous Biliteracy, Imagine Math and Reasoning Mind Blueprint. **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	40%	45%	→

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

Goal 2: E.G. Salazar Elementary 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. 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 (at least 80%) and MASTERS (at least 80%) grade level standard on STAAR.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Campus administrators, district strategists and interventionists, and district director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	30%	45%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading, Writing, Research, Science, Social Studies, Math, and technology. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Campus administrators, district strategists and interventionists, and district director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	40%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

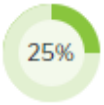
Goal 2: E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

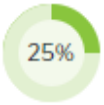
Performance Objective 3: Special Education: Goal/Objective for Special Education students achieving the MEETS and MASTERS grade level standard on STAAR by at least 70% of students.

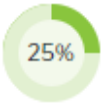
Evaluation Data Sources: STAAR ALT scores
STAAR scores

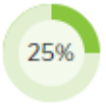
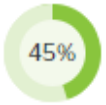
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide district and campus trainings in the area of accommodations, designated supports, and progress monitoring.	25%	30%	35%	100%
Strategy's Expected Result/Impact: -increase teacher awareness of accommodations -increase accommodation implementation and effectiveness -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** Director -Supervisor -Educational Diagnosticians -Special Education Teachers -General Education Teachers -Campus administrators -504 campus coordinators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide campus reviews with teachers and campus administrators on student academic performance. **Strategy's Expected Result/Impact:** -increase communication between campus administrators and teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians Campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Coordinate with ELA department and provide trainings to ELA teachers and special education teachers on targeted instruction. **Strategy's Expected Result/Impact:** -increase communication and teacher planning between ELA general education teachers and special education teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance -increase IStation progress monitoring -increase lexile progress monitoring **Staff Responsible for Monitoring:** -Special Education Director -Special Education Supervisor -ELA Director -ELA strategists -ELA instructional coaches -Campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide campus support in the implementation of team teaching approaches in the elementary schools to maximize quality of instruction and student learning. **Strategy's Expected Result/Impact:** -decrease in one-teach-one assist co-teaching approach -decrease in one-teach-one observe co-teaching approach -increase in teaming co-teaching approach -increase in station co-teaching approach -increase in academic state performance -increase in classroom performance **Staff Responsible for Monitoring:** -Director -Supervisors -Campus Administrators -Educational Diagnosticians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide supplemental reading programs to assist students with reading difficulties (Lexia, Rave-O) including dyslexia. **Strategy's Expected Result/Impact:** -increase student reading performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide online assessment resources to students in preparation of online state assessments. **Strategy's Expected Result/Impact:** -increase student preparation in navigating online assessment resources -increase online state assessment performance **Staff Responsible for Monitoring:** -Director -Supervisor -Campus administrators -Special education teachers -Campus technicians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	35%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Recognize student academic performance. **Strategy's Expected Result/Impact:** -increase teacher communication between general education teachers and special education teachers -increase student academic performance **Staff Responsible for Monitoring:** -Director -Special education teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	30%	30%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide academic support through supplemental resources to campus teachers. **Strategy's Expected Result/Impact:** -increase student academic performance **Staff Responsible for Monitoring:** -Director -special education teachers -campus administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	40%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Provide campus support by conducting classroom walkthroughs and monitoring the provision of student services in the classroom. **Strategy's Expected Result/Impact:** -increase in academic state performance -increase in classroom performance **Staff Responsible for Monitoring:** -Director -Supervisor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	30%	35%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: E.G. Salazar Elementary 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. 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 by at least 10%.

Evaluation Data Sources: STAAR, TELPAS, Student Schedules

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement programs such as Duo Lingo, Brain Pop Jr.-ESL component so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English. **Strategy's Expected Result/Impact:** Increased student performance (District, EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Director; ELL strategists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Coordination between Bilingual Department and Core Subject Departments (Curriculum, Strategists, and/or Directors) to ensure district-wide alignment of sheltered instruction, lesson planning, instructional resources/materials, instructional frameworks ,and/or curriculum. **Strategy's Expected Result/Impact:** Increased student performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Director and Core Area Directors and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	40%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Inclusion of ELD/SLD classes in campus master schedule for ELL students. ELD/SLD is according to the group placement and language of instruction the students receive in language arts. **Strategy's Expected Result/Impact:** Increase L1/L2 literacy development of identified LEP students. **Staff Responsible for Monitoring:** Bilingual/ESL Department and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2	25%	35%	45%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Implement Simultaneous Biliteracy in campuses willing to implement the model. **Strategy's Expected Result/Impact:** Increase student performance (District, STAAR/EOC, TELPAS, literacy levels in both L1 and L2) **Staff Responsible for Monitoring:** Bilingual/ESL Department Director and Strategists, Core Directors, Chief Academic Officers, and LA coaches and strategists. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2	25%	35%	30%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Train teachers on pedagogy (sheltered instruction, language acquisition methodologies.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction and assessment to ELLs (Pearson, National Geographic, Houghton Mifflin, Scholastic grammar books, Learning A-Z, Brilliant Education, Lupe Lloyd and Associates, Teacher Created Materials, etc.). **Strategy's Expected Result/Impact:** Increase student performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Department, Core Directors, Campus Department, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	35%	40%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Maintain up-to-date instructional technology, resources, materials, and/or supplies in bilingual, ESL, SLD, ELD, update administrative technology/materials,resources/supplies and/or fixed assets (shelving, desks, tables) as needed to facilitate bilingual program management. (Gateway, Mid Valley Supply, Barnes & Noble, Lakeshore, DISD Warehouse, etc...) Renew Reading A-Z annually as part of this initiative. **Strategy's Expected Result/Impact:** Increase Student Performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 **Funding Sources:** - Title III (263) - $2,800, - ESSER I (266) - $4,000	25%	40%	45%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Facilitate the bilingual/ESL education director, ELL strategists, Core Content Directors, Core Content Strategists, Campus Administrators, and Teachers' attendance of training sessions, school visits, and conferences (such as Title III, TABE, School Improvement, Testing, Administrator, Region One, ABYDOS, Assessment Conference, Texas Assessment Conference, ACET etc...) in order to keep up-to-date on latest state and federal accountability changes as well as best practices for the department in order to provide cutting-edge training and support. **Strategy's Expected Result/Impact:** Increase Student Performance (District, STAAR/EOC, TELPAS) **Staff Responsible for Monitoring:** Bilingual/ESL Department, Campus Administration, Teachers, Core Directors **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	40%	45%	100%

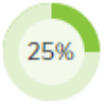
No Progress | Accomplished | Continue/Modify | Discontinue

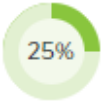
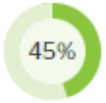
Goal 2: E.G. Salazar Elementary will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 5: 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 Arts students achieving meets and/or masters standard on the STAAR exam

Evaluation Data Sources: Eduphoria; Aware-reports, STAAR , Tutorial logs

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Identify Fine Arts students in need of academic improvement by conferencing with grade level teachers, AWARE reports, Isation Reading Reports, and Imagine Math Reports **Strategy's Expected Result/Impact:** The strategy will gather data to help teachers improve instructional approaches that will help students grow in both fine arts and core content. **Staff Responsible for Monitoring:** Fine Arts Director, Campus Music Teacher, Fine Art teachers. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Music Teacher will provide entertainment for Parental Involvement Meetings, School Functions and any other school/district sponsored event at the request of Campus Administrators. **Strategy's Expected Result/Impact:** Meeting Agendas Performances at different events **Staff Responsible for Monitoring:** Campus Administration Fine Arts Director Music Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.1, 3.2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Music teacher promote the campus choir group as well as the District Choir group. **Strategy's Expected Result/Impact:** Meeting Agendas Performances at different events **Staff Responsible for Monitoring:** Campus Administration Fine Arts Director Music Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	25%	35%	45%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 3: E.G. Salazar Elementary 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: E.G.Salazar staff will ensure our students will be psychologically and emotionally served to enhance the learning and academic performance of 100% of students by increasing college and career awareness.

Evaluation Data Sources: Plan4Learning Evaluation
Field Trip Request Forms
Career Day Schedule

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Counselors will provide Career Day for all students and invite members of the surrounding community to participate **Strategy's Expected Result/Impact:** Sign Ins Agendas **Staff Responsible for Monitoring:** Campus Administration Counselor Teachers/Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	25%	30%	0%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Allow Elementary students to tour college campuses to familiarize themselves with college readiness. (TSTI, South Texas College, UTRGV) **Staff Responsible for Monitoring:** Counselor Teachers Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	25%	15%	20%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Students will participate in the recognition of former Salazar students during the Senior Walk. **Staff Responsible for Monitoring:** Campus Administration Counselor Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	5%	15%	25%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Allow Elementary students to tour the middle school campuses and to familiarize themselves with teachers/classrooms, and course requirements. **Strategy's Expected Result/Impact:** Permission slips **Staff Responsible for Monitoring:** Administrators Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	20%	35%	45%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: E.G. Salazar Elementary 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: District and Campus Expenses- 100% of all allocated funds will be allocated to expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

Evaluation Data Sources: Campus Budget

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: On-going incentives (luncheons, t-shirts, jean passes, motivational materials/signs, etc.) for Teacher and Staff Recognition to maintain and continue to boost campus morale and overall climate. **Staff Responsible for Monitoring:** Campus Administration and Teachers & Staff **Funding Sources:** - Local (199) - $2,400, - Faculty Account 897 - $1,000	20%	35%	45%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Purchase classroom fans for classrooms with air conditioning units in need of repair, **Staff Responsible for Monitoring:** Campus Administration Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.6	25%	40%	40%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Purchase materials and supplies for the Kindergarten Graduation Ceremonies. **Staff Responsible for Monitoring:** Campus Administration Campus Secretary Kindergarten Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6	10%	25%	30%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Purchase surveillance cameras, equipment and licenses to maintain the safety of the campus. **Staff Responsible for Monitoring:** Campus Administration Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Local (199) - $40,050				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Purchase a freezer to store incentives for students such as ice cream, popsicles, etc. **Strategy's Expected Result/Impact:** None **Staff Responsible for Monitoring:** Campus Administration Campus Secretary **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Student Activity 865 - $3,000				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: E.G. Salazar Elementary 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: Human Resources- The Campus will maintain a 100% highly qualified status for the staffing requirements of the ESSA.

Evaluation Data Sources: Copies of Certificates for all Certified Teachers

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Continue upgrading stipend system in teacher shortage areas, i.e., bilingual education, math and science in order to place endorsed staff in the classroom. **Strategy's Expected Result/Impact:** Stipend district form **Staff Responsible for Monitoring:** Human Resource Assistant Superintendent **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6	40%	45%	45%	100%

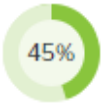
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Implement appraisal system with campus staff according to establish procedures and policy and follow through with improvement needs. **Strategy's Expected Result/Impact:** PDAS forms **Staff Responsible for Monitoring:** Administration	40%	45%	55%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Administrators will attend District and out of District trainings to become well versed on the upcoming STAAR assessment and to stay abreast of all educational needs and changes by attending conferences such as the State Assessment Conference and TEPSA **Strategy's Expected Result/Impact:** P.D. Agendas and/or certificates of participation, Climate Survey **Staff Responsible for Monitoring:** Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Teacher/Principal (255) - $3,132	25%	35%	45%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Campus office staff and teachers will utilize fax machine, copy machine, printers and have adequate furniture to complete job responsibilities . * ink cartridges: * parent letters * staff meeting agendas * staff meeting handouts *attendance sign-in sheets *student reports/classwork *biometric clock * phone lines * etc. **Strategy's Expected Result/Impact:** Copy Machine usage reports, other equipment usage reports, plastic chair mats **Staff Responsible for Monitoring:** Campus Admin, Secretaries **Funding Sources:** - State Comp.(164) - $18,517	40%	45%	55%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Increase staff (paraprofessional and professionals) moral for 100% staff retention by providing incentives (e.x. leave early pass. extended lunch, perfect attendance, student fund raising participation activities, teacher with highest percentage, paraprofessional with highest attendance percentage) **Strategy's Expected Result/Impact:** Attendance records **Staff Responsible for Monitoring:** Campus Administration, Secretaries	25%	40%	50%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide Teacher assistants with behavior management training, training on writing referrals, and clarification on job duties and job expectations. **Strategy's Expected Result/Impact:** Agendas from meetings **Staff Responsible for Monitoring:** Campus Administration, Secretaries **Schoolwide and Targeted Assistance Title I Elements:** 2.6	30%	35%	50%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide trainings and updates at the beginning of the year for teachers on new district/state initiatives. Continue with these updates and trainings for teachers throughout the school year as needed. **Staff Responsible for Monitoring:** Campus Administration Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: E.G. Salazar Elementary 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: Technology- The campus will allocate at least 10% of funds to purchase instructional equipment for both student and teacher use to increase student achievement.

Evaluation Data Sources: Campus Budget
Purchase Orders

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Purchase cameras, video cameras, kindles, Ipads, laptops for instructional use by both teacher and students to increase student achievement. **Strategy's Expected Result/Impact:** Technology will increase student achievement in all academic areas. **Staff Responsible for Monitoring:** Campus Administration Librarian Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	35%	40%	50%	100%

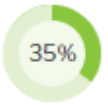
No Progress | Accomplished | Continue/Modify | Discontinue

Goal 4: E.G. Salazar Elementary 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 4: Support Services (Maintenance, Custodial, Transportation, and Warehouse)
Maintenance Department will provide students, staff and visitors with a safe and comfortable learning environment by maintaining well kept facilities by 100% of campus work orders will be completed in a reasonable amount of time.

Evaluation Data Sources: Work Order Ticket
Emails

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Purchase wax and other supplies to maintain the facility **Strategy's Expected Result/Impact:** Purchase order copies **Staff Responsible for Monitoring:** Principal Campus Secretary Head Custodian **Funding Sources:** - Local (199) - $40,050, - $4,035.84				

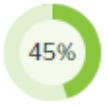
 No Progress Accomplished Continue/Modify Discontinue

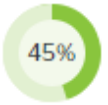
Goal 5: E.G. Salazar Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student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

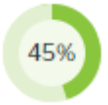
Performance Objective 1: E.G.Salazar staff will ensure our students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Evaluation Data Sources: TEAMS Discipline Report
Referrals on Aware

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Counselors will provide classroom presentations and teacher reference materials/books/manipulatives on the pillars of character education, as well as campus presenters to promote drug awareness (Law Enforcement) and curtail bullying (presenter- Oscar Munoz)("Happy" Efrain Guerrero. Light snacks will be provided to presenters/speakers. **Strategy's Expected Result/Impact:** number of student referrals **Staff Responsible for Monitoring:** Counselors, Administration, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Funding Sources:** - Title IV 289 - $3,000, - Faculty Account 897 - $500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Teachers will integrate character education into other content areas. **Strategy's Expected Result/Impact:** number of student referrals **Staff Responsible for Monitoring:** Counselors, Admin, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Parental Involvement meetings for parents focusing on student success. **Strategy's Expected Result/Impact:** number of student referrals **Staff Responsible for Monitoring:** Counselors, Admin, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: The teachers will provide opportunities for students to improve their academic achievements and behavior by rewarding them at end of each six weeks. **Strategy's Expected Result/Impact:** Progress Reports, Report Cards, Discipline Referral Report **Staff Responsible for Monitoring:** Counselors, Admin, Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	30%	35%	45%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide staff development to all on basic drug and violence prevention techniques and provide follow up throughout the year. **Strategy's Expected Result/Impact:** Sign ins Agendas **Staff Responsible for Monitoring:** Campus Administration, Counselors **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	35%	45%	50%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Train selected campus personnel in Crisis Prevention Intervention strategies, solutions, character building, and other proactive measures. Ensure that sufficient campus staff are trained in crisis prevention intervention. **Strategy's Expected Result/Impact:** Sign Ins Agendas **Staff Responsible for Monitoring:** Campus Administration, Counselors and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6	35%	45%	45%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide parental support/training on violence prevention. **Strategy's Expected Result/Impact:** Sign Ins Agendas **Staff Responsible for Monitoring:** Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.2	25%	35%	40%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Enforce policies of adopted Student Code of Conduct. **Strategy's Expected Result/Impact:** Discipline Report **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6	30%	35%	40%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Carry out disciplinary techniques by maintaining consistent contact with Campus personnel through portable radios. **Strategy's Expected Result/Impact:** Discipline Report **Staff Responsible for Monitoring:** Campus Administration, Security, Support Staff **Schoolwide and Targeted Assistance Title I Elements:** 2.6	40%	45%	50%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Review/update the Student Code of Conduct and inform the parents about the SCC. **Strategy's Expected Result/Impact:** Agendas Sign Ins Campus website **Staff Responsible for Monitoring:** Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.2	40%	50%	60%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Allow Elementary students to tour the middle school campuses and to familiarize themselves with teachers/classrooms, and course requirements. **Strategy's Expected Result/Impact:** Permission Slips **Staff Responsible for Monitoring:** Administration, Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	10%	25%	40%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Implement Coordinated School Health Fitness **Strategy's Expected Result/Impact:** Lesson Plans Surveys Fitnessgram data (annual) in grades 3-5. **Staff Responsible for Monitoring:** Coach and SHAC **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	10%	25%	35%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Counselors will provide Career Day for all students and invite members of the surrounding community to participate. **Strategy's Expected Result/Impact:** Sign Ins Agendas **Staff Responsible for Monitoring:** Campus Admin. Staff/Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	0%	0%	0%	

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: The Attendance Committee examine attendance records and follow up on student absences and truancy to promote student attendance and academic growth through parental contacts/meetings. **Strategy's Expected Result/Impact:** Attendance from gradebook **Staff Responsible for Monitoring:** Principal , Counselor Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.2	45%	55%	55%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Accurately record all student absences and tardies and generate reports **Strategy's Expected Result/Impact:** Attendance from gradebook **Staff Responsible for Monitoring:** Attendance Clerk, Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6	45%	50%	50%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Orient staff on how to constructively deal with parents of students with excessive absences/tardies, failing grades and disciplinary concerns. **Strategy's Expected Result/Impact:** Sign-Ins Agendas **Staff Responsible for Monitoring:** Counselor Teacher Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.2	40%	45%	50%	100%

Strategy 17 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 17: Provide testing materials for continuous monitoring of student progress. (LAS, PreLas, LAS Links) **Strategy's Expected Result/Impact:** Diagnostic Reports **Staff Responsible for Monitoring:** Principal, Teachers, Curriculum Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.6	45%	55%	55%	100%

Strategy 18 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18: Parental involvement meetings to provide awareness on retention policy. **Strategy's Expected Result/Impact:** Sign-Ins Agendas **Staff Responsible for Monitoring:** Principal, Teachers, Curr.Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.2	40%	50%	55%	100%

Strategy 19 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 19: Promotion/Retention meetings with Principal, Curriculum Specialist, Counselors, teacher, and parents. **Strategy's Expected Result/Impact:** Meeting Minutes **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, Counselor Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6, 3.2	30%	35%	45%	100%

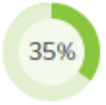
Strategy 20 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 20: Provide campus/student recognition for attendance and academic excellence and improvement on weekly campus and District Six Weeks Test. Kinder graduates will be recognized at the end of the year in their own ceremony. **Strategy's Expected Result/Impact:** Test Specific Reports **Staff Responsible for Monitoring:** Principal, Counselor Curriculum Specialist **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	45%	55%	65%	100%

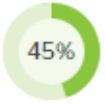
Strategy 21 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 21: Provide school supplies and clothing (uniforms, undergarments, shoes, and jackets when necessary) Counselors Vouchers **Strategy's Expected Result/Impact:** Counselor Vouchers **Staff Responsible for Monitoring:** Teachers and Counselor Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - $1,000	40%	45%	70%	100%

Strategy 22 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 22: Provide incentives to students to promote drug awareness (Red Ribbon Week, Say No Campaign) **Staff Responsible for Monitoring:** Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 **Funding Sources:** - Title IV 289 - $2,000	45%	55%	70%	100%

Strategy 23 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 23: Allow Elementary students to tour college campuses to familiarize themselves with college readiness. (TSTI, South Texas College, UTRGV) **Staff Responsible for Monitoring:** Counselor, Teachers, Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	20%	30%	45%	

Strategy 24 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 24: Students will participate in the recognition of former Salazar students during the Senior Walk. **Staff Responsible for Monitoring:** Campus Administration Teachers Counselor **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6				

Strategy 25 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 25: Provide incentives to students to promote pride in themselves, their school and increase school climate. (t-shirts, pencils, bags, etc.) **Staff Responsible for Monitoring:** Administration Campus Secretary Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - $2,000, - Student Activity 865 - $14,058, - Title IV 289 - $2,000, - Local (199) - $2,000				

Strategy 26 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 26: Install keyless door entry systems with cameras where visitors will have to be buzzed in. **Staff Responsible for Monitoring:** District Personnel **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture **Funding Sources:** - Title IV 289 - $9,800				

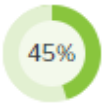
 No Progress Accomplished Continue/Modify Discontinue

Goal 5: E.G. Salazar Elementary 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: Nursing/Health-Nursing/Health Services: The campus nurse will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.

Evaluation Data Sources: Nurse records
Nurse documentation

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The school will partner with the University of Texas Rio Grande Border Health Office to be a part of Creating Healthy Eating Choices for Kids (CHECK) Plus Grant at the elementary level. 4th grade students will be involved in promoting initatives which will focus on a nutritional balanced diet for school-age children and their parents. With the (CHECK), each campus will need to purchase seeds, seedlings, dirt, landscape items, and other gardening supplies needed. To culminate the project the district will hold an end of project community garden celebration to include a fruit and vegetable feast with the students and parents. **Strategy's Expected Result/Impact:** Campuses will take pictures of the gardens as they progress. A log of student participation will be kept. School will maintain a sign in sheet of students participating. At the end of the year, students will be expected to inherit healthy eating habits over their life time. **Staff Responsible for Monitoring:** Principal Curriculum Specialist Mrs. Carrizales **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6, 3.2 **Funding Sources:** - Student Activity 865 - $2,000, - Local (199) - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The nursing department will purchase equipment needed to conduct screenings for blood pressure, vision, hearing, and temperature. **Strategy's Expected Result/Impact:** None **Staff Responsible for Monitoring:** School Nurse **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Title I (211) - $100	0%	0%	0%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 6: E.G. Salazar Elementary 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: The Campus will maintain the CLPAC Committee to oversee all improvement activities required by local, state, and federal guidelines by having at least 5 meetings per school year.

Evaluation Data Sources: Plan4Learning
CLPAC meetings sign ins
Agendas

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Continue campus level planning according to district policy to ensure student achievement. **Strategy's Expected Result/Impact:** Campus Improv. Plan **Staff Responsible for Monitoring:** Principal/Campus Administration, CLPAC **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	35%	45%	60%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Have students provide input on student issues. (Student Council team) **Strategy's Expected Result/Impact:** Agendas Sign Ins **Staff Responsible for Monitoring:** CLPAC **Schoolwide and Targeted Assistance Title I Elements:** 2.6	5%	5%	5%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Keep open lines of communication between the CLPAC and staff through sharing sessions. **Strategy's Expected Result/Impact:** CLPAC Minutes **Staff Responsible for Monitoring:** CLPAC Members	40%	70%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Review, recommend, and implement policies, and regulations impacting student achievement. **Strategy's Expected Result/Impact:** CLPAC Minutes **Staff Responsible for Monitoring:** CLPAC **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	40%	45%	60%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Evaluate CLPAC to determine effectiveness on student performance and planning improvement. **Strategy's Expected Result/Impact:** Needs Assessment **Staff Responsible for Monitoring:** Principal **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6	45%	55%	70%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Keep staff informed of the decisions and recommendations of the CLPAC. **Strategy's Expected Result/Impact:** Sign In Agendas **Staff Responsible for Monitoring:** Principal	45%	65%	75%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: E.G. Salazar Elementary 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 I.S.D. Parental Involvement Department will increase the number of parent/community volunteers by 5% and increase the parent attendance by 5% at district meetings/events.

Evaluation Data Sources: Parent sign ins, agendas, parent contact logs

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Parent Resource Center will continue providing literacy and parent training **Strategy's Expected Result/Impact:** Sign In Sheets Agenda Program Evaluation **Staff Responsible for Monitoring:** Principal/Campus Administration Parent Educator Parent Ed. Dir. **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.1, 3.2	30%	45%	55%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Present Campus Improvement Plan to parents and inform them of the responsibilities of the CLPAC, **Strategy's Expected Result/Impact:** Campus Improv. Plan **Staff Responsible for Monitoring:** Principal/campus administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6, 3.1, 3.2	30%	45%	60%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: The campus will provide ongoing parent volunteer recognition to maintain and continue to boost overall parent participation. **Strategy's Expected Result/Impact:** Purchase order receipts Certificates **Staff Responsible for Monitoring:** Administration Teachers Parent Educator Parental Involvement Department **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 **Funding Sources:** - Title I (211) - $100	25%	40%	55%	100%

No Progress | Accomplished | Continue/Modify | Discontinue

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$1,732.00
1	1	4			$1,732.00
1	1	16			$1,732.00
1	3	3			$1,732.00
1	6	2			$2,000.00
1	6	9			$1,732.00
1	6	14			$25,992.00
4	2	4			$18,517.00
				Sub-Total	$55,169.00
				Budgeted Fund Source Amount	$1,732.00
				+/- Difference	-$53,437.00

State Special Ed. (165)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2			$3,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$3,000.00
				+/- Difference	$0.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$40,050.00
1	1	4			$40,050.00
1	1	8			$40,050.00
1	1	13			$720.00
1	3	7			$4,000.00
1	4	8			$400.00
1	6	2			$4,000.00
1	6	5			$4,000.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	14			$40,050.00
4	1	1			$2,400.00
4	1	4			$40,050.00
4	4	1			$40,050.00
5	1	25			$2,000.00
5	2	1			$4,000.00
				Sub-Total	$261,820.00
				Budgeted Fund Source Amount	$40,050.00
				+/- Difference	-$221,770.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$14,430.00
1	1	3			$14,430.00
1	1	4			$14,430.00
1	1	5			$14,430.00
1	1	8			$14,430.00
1	1	12			$14,430.00
1	1	16			$14,430.00
1	2	4			$14,430.00
1	4	5			$1,000.00
1	4	9			$100.00
1	6	5			$9,503.00
1	6	14			$65,897.00
5	1	21			$1,000.00
5	1	25			$2,000.00
5	2	2			$100.00
6	2	3			$100.00
				Sub-Total	$195,140.00
				Budgeted Fund Source Amount	$14,430.00
				+/- Difference	-$180,710.00

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$320.00
1	6	5			$3,315.00
				Sub-Total	$3,635.00
				Budgeted Fund Source Amount	$3,315.00
				+/- Difference	-$320.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$3,132.00
1	1	4			$3,132.00
1	1	16			$3,132.00
1	2	4			$3,132.00
1	3	3			$3,132.00
1	6	10			$3,132.00
1	6	14			$4,599.00
2	1	6			$0.00
4	2	3			$3,132.00
				Sub-Total	$26,523.00
				Budgeted Fund Source Amount	$3,132.00
				+/- Difference	-$23,391.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$2,547.00
1	2	1			$2,547.00
1	2	2			$2,547.00
1	2	4			$2,547.00
1	2	5			$2,547.00
1	6	5			$3,800.00
2	4	6			$2,800.00
				Sub-Total	$19,335.00
				Budgeted Fund Source Amount	$2,547.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	-$16,788.00

Student Activity 865					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$2,000.00
1	3	7			$8,000.00
1	6	10			$2,000.00
4	1	5			$3,000.00
5	1	25			$14,058.00
5	2	1			$2,000.00
				Sub-Total	$31,058.00
				Budgeted Fund Source Amount	$8,000.00
				+/- Difference	-$23,058.00

Faculty Account 897					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	8			$1,000.00
4	1	1			$1,000.00
5	1	1			$500.00
				Sub-Total	$2,500.00
				Budgeted Fund Source Amount	$500.00
				+/- Difference	-$2,000.00

Library Account (898)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$1,773.10
				Sub-Total	$1,773.10
				Budgeted Fund Source Amount	$1,773.10
				+/- Difference	$0.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$1,500.00
1	3	3			$1,106.00

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	1			$3,000.00
5	1	22			$2,000.00
5	1	25			$2,000.00
5	1	26			$9,800.00
				Sub-Total	$19,406.00
				Budgeted Fund Source Amount	$1,106.00
				+/- Difference	-$18,300.00

ESSER III (282)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	5			$56,511.00
				Sub-Total	$56,511.00
				Budgeted Fund Source Amount	$56,511.00
				+/- Difference	$0.00

ESSER I (266)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	6			$4,000.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$4,000.00
				+/- Difference	$0.00
				Grand Total Budgeted	$140,096.10
				Grand Total Spent	$679,870.10
				+/- Difference	-$539,774.00

Addendums

Donna Independent School District

J.S. Adame Elementary

2021-2022 Campus Improvement Plan

Mission Statement

The mission of Donna I.S.D. is to ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

The mission of Julian S. Adame Elementary is to attain success, achieve superior standards, and maintain high expectations that will empower our students.

Vision

Vision: The District is unified in its commitment to work together to develop successful learners able to compete in a global community

Vision: At Julian S. Adame we stand United, providing the finest education to ensure teh success of all students, instilling a strong foundation for the leaders of tomorrow.

Core Beliefs

1**. We believe that every student can perform at or above grade level and graduate prepared for college and/or the workforce**

Provide a vertically aligned rigorous curriculum (PK-16).

Provide well-planned student-centered instruction that focuses on project-based learning with real world connections.

Provide accurate, meaningful and authentic assessment of students' mastery of knowledge and skills.

2. We believe that educators have the most powerful impact on student achievement.

Attract and retain highly qualified staff.

Provide ongoing targeted staff development.

Provide the most current research-based and state of the art instructional resources.

3. We believe that educational equity and excellence will eliminate the achievement gap.

Provide opportunities for every student to learn in a manner that is consistent with his/her learning style.

Afford each student targeted instructional interventions to ensure academic success with a rigorous and relevant curriculum.

Provide every student with equal access to outstanding, well-prepared teachers and high quality instructional resources.

4. We believe that every student must be educated in a safe, welcoming, effective, and innovative learning environment.

Enforce the policies of the Donna Independent School District's adopted Student Code of Conduct.

Provide security measures at all campuses to establish a learning climate of mutual respect.

Ensure that every staff member, campus, and classroom is supportive of all students and their unique differences.

5. We believe that our school district must be a model for sound fiscal responsibility and integrity.

Establish policies and procedures to promote ethical practices in all areas of fiscal management.

Provide periodic audits to ensure that all staff and outside providers are committed to following sound fiscal practices.

Provide staff training to encourage ethical conduct and a commitment to compliance with the state and federal laws.

6. We believe that engaged parents and guardians impact a student's academic and personal development.

Schedule Parent Sessions to inform parents about the academic programs and instructional opportunities available to their child.

Accommodate parents' work schedules when creating parent involvement opportunities.

Keep parents informed of their children's performance and school activities (i.e. notes, telephone calls, newsletters, conferences, meetings, etc.).

7. We believe that a supportive community is fundamental to achieving and sustaining our success.

Involve community members by inviting them to serve on school and district committees.

Develop partnerships with business, civic, and academic organization to provide opportunities for students to develop leadership and citizenship skills.

Ensure that our community is supportive of the district's goals by informing the community of pertinent school activities and successes.

8**. We believe that communication, collaboration, and coordination at all levels are essential to district success.**

Work as unified team to find solutions to the district's most pressing issues.

Require that every project specify the persons responsible to facilitate proper coordination of efforts.

Develop a communication plan for every new initiative in order to ensure that all stakeholders are well informed.

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Comprehensive Needs Assessment

Revised/Approved: September 11, 2021

Demographics

Demographics Summary

1. What do enrollment numbers indicate?

According to the data found in the AEIS report and Fall submission snapshot, there are a total of 695 students at J. S. Adame for the 2020-2021 school year. The enrollment has increased over time as data shown:

2018-2019 - 583 students

2019-2020 - 566 students

2020-2021 - 695 students

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

In the 2020-2021 school year, J. S. Adame Elementary breakdown is:

Ethnicity:

Hispanic - 695 students

Gender:

Female - 352

Male - 343

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

From 2018-2020 the school lost 87 students, however in 2020-2021 due to the rezoning of schools there has been an increase of 162 students.

2018-2019: (653-583) there was a decline of 70 students

2019-2020: (583-553) there was a decline of 17 students

2020-2021: (533-695) there was an increase of 162 students

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

In 2020-2021, J. S. Adame elementary currently served:

- Special Education Program: 48 students
- Bilingual Program: 483 students
- GT Program: 59 students

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

In the 2020-2021 school year, there are 483 students served from the bilingual education department. There was an increase of 29 students being served through the GT program and the special education program increased to 0 students.

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

Due to the COVID-19 pandemic, there are no bilingual students exited from the bilingual program. LPAC committee will decide, monitor, and make the decision on to exit bilingual students next school year.

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

Based on data collected from TSDS PEIMS, x students are considered at-risk.

Category	Students
ELs	483
Immigrant	8
Economically Disadvantaged	505
Foster Care	3
Dyslexia	1
At-Risk	419
Migrant	18

8. Who are our migrant students?

During the 2020-2021 school year, J. S. Adame elementary served 18 migrant students in grades PK3 - 5th grade.

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

The mobility rate during the 2020-2021 school year was at a count of 18 students (3 %).

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

The student population of J. S. Adame derives from rural areas around the school community.

11. What are the staff demographics?

Based on the 2020-2021 Texas Academic Performance Report, there are a total of 67 staff members. They are as follows:

Staff Members	Gender	Ethnicity
39 teachers	32 females 7 males	All Hispanic
16 paraprofessionals	13 females 3 male	All Hispanic
2 nurse	Female	Hispanic
2 counselors	Female	Hispanic
1 librarian	Female	Hispanic
2 administrators	Females	Hispanic

* Support professionals= 5 Females 5 Hispanic

By years of experience:

Years of Experience	Number of Teachers
0 years	**7**
1-5 years	**2**
6-10 years	**7**
11-20	**16**
Over 20 years	**7**

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

Based on the 2020-2021 Texas Academic Performance Report, the teacher/student ratio is at an average of 20/1.

Category	Teacher/Staff members
483 bilingual students	Bil. Certified teachers 28
59 GT students	GT trained teachers 25
18 migrant students	Migrant Tutor 0

* 48 Special Education Students = 3 Special Ed Teachers.

There are enough certified/trained teachers to meet the needs of the students on campus. Overall, the ratio is sufficient to allow students to meet their learning objectives in every subject.

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

The qualifications, degrees, and certifications are as follows:

Degrees:

Degree- Number of Teachers	Number of Teachers
Bachelor	29 teachers
Masters	10 teachers
Doctoral	0 teachers

Certifications:

Certification-Type-number of teachers	Number of Teachers
Bilingual-	26 teachers
ESL-5 teachers	5 teachers
GT-	0 teachers
Special Education	3 teachers

Paraprofessionals:

Total of 16 paraprofessionals are certified through SBEC or through college credit hours to serve as educational aides in the classroom.

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

The data reflects that there are enough qualified teachers at J.S. Adame Elementary to meet the needs of all students enrolled in the school.

Demographics Strengths:

· Majority of teachers are GT trained/certified.

· Most teachers have between 11 to 20 years of experience or more

· Students are being transitioned at an early grade level in order to meet the early-exit bilingual criteria.

Problem statements Identifying Demographics Needs:

· Additional tutors are needed to target special student populations (i.e., ELs, GT, Migrant).

Demographics Strengths

Strengths:

- 100% of teachers on campus are certified to teach their level of instruction
- 79% of teachers have 5 to more years of teaching experience in the field of education
- 72% teachers are bilingual certified to assist with first year language acquisition and early-exit transition framework
- 25% of teachers have a masters degree
- 66% of of Adame teachers are GT certified

Needs:

- 1 migrant tutor for 18 students is insufficient/inadequate
- Highly qualified & certified bilingual teachers (EL population increased)
- Ratio: Teacher/Students class ratio 18/1 to target basic skills due to the COVID-19 pandemic
- New teacher & experienced teacher partnerships to assist with real classroom environment & teaching strategies (RLA)
- Highly qualified T/As for RLA/Guided Reading
- 3 Special Education teachers for 48 students is insufficient/inadequate (population increased)
- 2 GT tutor/teacher to assist GT students (population increased)
- 2 bilingual tutor to assist teachers from (1: K-2 and 1:3rd to 5th Grade)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our school had teacher vacancies that need to be filled in order to better serve our students (P.E. teacher, Music teacher, Special Education teacher). **Root**

Cause: Pending districts re-assignments of teachers.

Problem Statement 2: Additional tutors to target special student populations. **Root Cause:** The large numbers of students in our special populations creates less one-to-one time with each student.

Student Learning

Student Learning Summary

1. How is the student achievement data disaggregated?

Student achievement data is disaggregated by grade level within school aged students, country of origin within racial/ethnic categories, or gender among student populations.

State testing data is reviewed and analyzed by central office administration and gets distributed to individual campuses through Donna ISDs' Eduphoria platform, in which teachers have access to retrieve.

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

Student achievement data compared I-Station Tier levels to Guided Reading levels for lower grades (Pre-K – 2nd). It also compares I-Station Tier levels to 6 weeks exams scores for the upper grades (3rd – 5th). Tiers on I-Station range from Level 1 (Tier 1), being on grade level, level 2 (Tier 2), being below grade level, and Level 3 (Tier 3) needing intervention. Imagine Math growth tracker displaystudents progress.

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

The disaggregated data shows which subgroup of students is mastering skills assessed and which students are needing immediate intervention. The disaggregation of students on our campus into subgroups helps our staff plan appropriate programs of action for each student based on their individual needs. Teachers work in teams and collaboratively decide which evidence-based interventions need to be selected for that student, then use the resources available to help the student succeed.

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

According to 2019-2020, * HB3 attached * pandemic year

5. Which students are making progress? Why?

According to 2019-2020, * HB3 attached *pandemic year

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

The I-Station program provides computer-adaptive assessments that correspond to individual student's reading skill levels. I-Station is a resource that is practiced on a weekly basis and for some Tier 3 students on a daily basis both in the classroom and in the computer lab. It allows all students to progress in a timely manner showing weaknesses and strengths for further extensive interventions.

Although I-Station is considered a technology resource for intervention, nothing can compare to the communication between teacher and student in a small group setting. Our English Learners benefit from this program as well as our Special Education students.

Imagine Math (Think Through Math) is a computer based resource that targets the math level of the students. Teachers analyze the data and make appropriate action plans to target all population of students to ensure success.

7. What does the longitudinal student achievement data indicate?

Julian S. Adame Elementary has been in existence for 13 years. This campus has reflected consistent progress and improvement throughout the years. 2019-2020, pandemic continues, student achiemvement data to do so. Julian S. Adame Elementary continues to meet AYP; furthermore, it also continues to be an academically acceptable school.

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

According to HB3, 2019-2020, insufficient data reflects enrollment of students. Data gathered subsided by February before state assessments. State accountability was waived due to pandemic.

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

Disaggregated data refers to numerical or non-numerical information that has been collected from multiple sources and/or on multiple measures, variables, and individuals; such as student demographics, economic status and household data.

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.?

Our English Learner population is making annual progress. Special Education students had to meet general education curriculum need as per state testing standards. Our Special Education teacher implements Intense Plans of Instruction for a few of the students that still struggled with mastering skills. As per Mr. Felipe Panola, Special Education Teacher, an Intense Plan of Instruction allows the student to have access to additional resources in an effort to help them be successful in state assessments. It also offers additional differentiated instruction that corresponds to RTI and provides measurable results in elevating students to on-grade-level Reading and Math.

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

The district provides a curriculum online to all teachers available for use on Share Point. This curriculum is designed and evaluated by strategists and teachers who have been chosen based on expertise and knowledge of the resources of each adopted text. Teachers attend Six Weeks trainings and data analysis meetings to evaluate the success of TEKS and instructional planning. Educators use this curriculum to guide their future lessons and instructional paradigm ensuring that TEKS are targeted and scaffolding in such a manner that best provides positive student learning results.

Evidence of TEKS and ELPS must be embedded in all lesson plans in which administrators have access to. They must be clearly visible in the classroom and in a manner in which students and adults can understand what they indicate. There are many teachers who also provide parents with an account of the weekly skills and objectives that are linked to a particular TEKS in order to make them aware of what their child is learning.

- Eduphoria
- Basals (PK-5)

- DLM (PK)
- Texas Performance Standards Projects (GT)
- Guided Reading
- District Timeline
- District Benchmarks
- Campus Assessments
- Special Education Approaches
- Bilingual Education Approaches
- Bundle Assessments
- I-Station (K-5th)
- CL1 Engage (Pre-K)
- Imagine Math
- STEM Scopes

12. How is data used to inform curriculum, instruction, and assessment decisions?

Various data is analyzed to determine the most effective way(s) to improve student achievement. Grade levels meet with administration regularly, to discuss district and campus data. The Special Education teacher and/or diagnostician also meet with teachers and administrators to analyze individual students' data that are either in Special Education or in the process of being identified for the program. Educators are to design a plan to expose students to real world knowledge outside of their personal living space and to make connections with the instruction given in the classroom.

In addition, the Language Proficiency Assessment Committee (LPAC), Admission, Review, and Dismissal (ARD), and response to intervention (RTI) committees meet at the end of every six weeks to discuss data and help make academic decisions that are in the best interest of the students.

The aforementioned groups analyze data and make decisions on how to best improve student achievement via whole group, small group and individual instruction. Decisions on instructional approaches, language of instruction, and/or modifications are also determined based on data, student performance, and/or teacher observations. Assessment decisions are based on the ongoing implementation set by educator and LPAC committee for English Learner students.

- District Benchmarks
- Campus Assessments
- DLM (PK)
- STAAR (3rd – 5th)
- Reading A-Z Levels (PK – 5th)
- Guided Reading
- I-Station
- TELPAS
- Bundle Assessments
- CL1 Engage (Pre-K)
- Imagine Math
- STEM Scopes

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

Over the last few years, Julian S. Adame Elementary has had an increase in STAAR scores in all subject areas in grades 3-5. This is in part due to TEKS alignment and the way instruction is presented through the use of multi-faceted teaching designs that target the diverse needs of the students. Depending on the content, some weekly assessments and bundle assessments are provided by the district and administered. Based on the data available through Eduphoria, classroom/student progress is monitored and evaluated to target area(s) of need. Decisions on whether to target individually, via small group or whole groups are made based on results. Students in need of additional support are offered the opportunity to benefit from educational tutors in their language of instruction. To ensure that all students are being targeted, students at or above grade level are regrouped within the grade level and provided with enrichment activities that correlate with existing curriculum.

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

Our district is a Future Ready district and its curriculum, instruction, and assessments are tightly aligned to engage students in 21st Century, personalized, technology-enabled deeper learning. Curriculum and instruction are standards-aligned, research-based, and enriched through authentic, real-world problem solving to create a district on the forefront of education. Students and teachers have enriched and adaptive tools to customize the learning, teaching, and assessment, ensuring that it is student-centered and emphasizing deep understanding of complex issues. Assessments are shifting to be online, embedded, and performance-based. Data and associated analysis serve as building blocks for learning that is personalized, individualized, and differentiated to ensure all learners succeed.

Alignment to 21st Century Learning Skills is achieved through:

- Hands-On Learning
- Science Experiments
- Outdoor Lessons
- College & Career Readiness Standards Alignment
- Depth of Knowledge (DOK) (Technology Based Projects)
- Technology Based Instruction
- School/Home Connections
- Interactive Lessons
- Cooperative Learning
- Sheltered Instruction

15. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement: How consistent is this across the district/school? What is the impact on specific student groups?

There are various ways that instructional strategies and activities are aligned with students' learning needs. They include but not limited to:

- small group instruction in the classroom
- guided reading in the classroom
- the use of Spanish/English cognates

- the implementation of Depth of Knowledge (DOK) questioning in class discussions

Consistency is evident throughout our campus through grade level meetings and DOK trainings that teachers have attended. It is evident throughout our district due to teachers following the same curriculum provided by the district, as well as timelines, and decisions made at PLC (Professional Learning Community) meetings. Educators ensure that they align the appropriate strategy with the assessed needs in order to promote and improve student success. Student population groups such as Gifted and Talented, Bilingual, Migrant, Special Education, At Risk and Recent Immigrants have been impacted positively. Data is analyzed consistently and contributes to the regrouping of students according to their needs. Instructional strategies are used across schools, grade levels, and content teams district-wide through district curriculum, lesson plans and resources.

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

J.S. Adame Elementary has one Speech Pathologist Specialists that service our speech impaired students. Students at first are observed from classroom teachers and concerns are brought up to the specialist. Students needing this type of service range from all demographic aspects of our community. The specialists at that point collects data from the teacher and conducts their own observations and screening of the students. If the students qualifies for the service, the specialist then sets 5-7 goals in an academic year for the student to achieve as a measurement of mastery. Every six weeks, the specialists monitor by tallying a percentage of observations and screening held between them and the student. The specialists collect therapy notes and they build their notes with any progress the student is making. When the student reaches their goals, the student is then processed to be dismissed with one year monitoring by the campus. If the student reaches its goals or is close, the student is put in consult status which means the planning for progress is now done with a team of the student's teachers and school support staff. According to Diana Morrison, M.A. CCC-SLP, Speech Language Pathologist, almost always, the students show growth, improvement or mastery.

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

Instructional design is the process by which learning products and experiences are designed, developed, and delivered. Educators are expected to know the demographics of their homeroom students before the academic year begins by analyzing their cumulative permanent folders. Using the technology program, Euphoria, educators are able to look at prior years of plans and notes on each students IEPs. Planning is a critical component to deliver all lessons for all levels of learning ranging from Special Education, English Learners to enrichment for Gifted and Talented students. Throughout the day, students should all be engaged with their level of learning and expected to reach short term goals to ensure accountability. The proper planning ensures a smooth and positive learning climate which allows higher order thinking to flourish from students at whatever their level of learning is. Teachers are given instructional days to collaborate with their fellow colleagues to provide ideas, feedback, and or suggestions to plan for the upcoming six weeks. A 45 minute conference period is allotted for every educator to connect daily with the home environment over the students' progress, issues, concerns, or simply to supply positive feedback. This ongoing process is preparation in every educator's instructional design. Without proper and sufficient planning, delivery is almost nonexistent.

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

The assessments that the district provides are aligned with the TEKS being taught at that time, according to the district timeline. Campus based/teacher created assessments as well as additional supplemental materials are also aligned with the district curriculum and TEKS. Computerized programs that students use such as I-Station, Imagine Math (Think through Math), and STEM Scopes are also aligned to the TEKS. The assessments are developed to monitor student mastery

weekly, every six weeks or by semester prior to the state assessment.

19. How do we know assessments are designed, developed and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments?

The district assessments have provided more reliable content to the students by including word problems in Math that use familiar cultural experiences, names, regional vocabulary, etc. Reading passages vary by genre, and students (especially EL's with limited experiences) perceive the assessments as difficult to relate to or visualize. Teachers, aware of this setback, teach students strategies to help them overcome their lack of background knowledge.

20. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

Eduphoria provides teachers and administrators the ability to analyze student performance by providing district, campus, grade level, and individual class comparisons. In addition, data is available by demographics (Bilingual, Gifted and Talented, Special Education, Migrant, At-Risk, Economically Disadvantaged, Limited English Proficiency, gender, and ethnicity). Teachers' strengths/weaknesses can also be identified in these reports. I-Station provides educators data driven information that determines the reading levels and the specific need of each individual on a monthly basis. Teachers are then able to determine how student is progressing and what is needed to help them succeed.

21. What technology do we have for student learning?

2019-2020 The majority of the classrooms on campus have a 1 teacher computer, 1 printer, and 4 student computers. Most classroom have a working Smart Board and a document camera. There are 2 computer labs with 30 computers, 1 printer, and 1 teacher computer. The main computer lab also includes a Smart Board that is accessible to teachers. Each grade level has access to a flip video and digital camera available for check out at the library. Pre-K classrooms have 4 iPads for student use.

Do to Covid-19 pandemic, Donna ISD provided an electronic device to all students enrolled at J.S. Adame Elementary. K-2nd grade will each recieve IPads, 3-5th will get Chrome Books, and every single teacher has recieved a labtop.

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

Most of the staff at Julian S. Adame Elementary feels they are proficient with technology and a few teachers feel they can teach others about technology. Although most teachers feel they are proficient in the use of technology, there is still a lack of knowledge among the students to fully integrate technology into class assignments and school projects. The computer program Learning.com has introduced some of the basic uses of technology to students, however more training is needed for teachers and students to fully integrate the use of available technology programs. More training in regards to technology is needed in an effort to have all teachers fully integrate the use of it in class. Due to Covid-19, all teachers have had professional development in google classroom. Alternative google certifications are available for those that wish to keep advancing in their tracks.

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

Most of the barriers that potentially prevent effective use of technology stem from the lack equipment; for example headphones. There are not enough for the students to all use them in the lab. The testing months interfere with the lab schedules for all students. After about February, the lab is utilized to TELPAS, STAAR and for Science Camp, disrupting the schedule for non-testing grade levels. The network/internet has worked effectively throughout the year and

issues with this area are usually resolved in a timely manner, which have helped with the needs of the students. Due to Covid-19 network connection was lacking in some rural areas for distance learning. Those that did have internet access, student were engaged and participated in classroom distance learning.

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

Google trainning on Google platform were conducted during staff development before the school year began. PD's on interactive programs such as peardeck, abd jamboard were given for additional support. The Class Dojo training allowed teachers to communicate on a social media-type platform. Students were able to view messages on the app via their parents' phone. Families felt comfortable with this type of access to the teachers, and enjoyed viewing photos of classroom moments.

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

K to 2nd Grade Technology Programs	3rd, 4th, & 5th Grade Technology Programs
I-Station: Teachers in the lower grades use I-Station, which begins with a the game-like ISIP) I-Station Indicators of Progress) assessment sat the beginning of each month that determines each students' reading and level in English and Spanish and adjust in length and difficulty in real-time based on student academic performance. *Imagine Math:* Teachers used this adaptive math program for 2nd through fifth grade students. Through playing math games and completing math short lessons, students improve foundational math skills, and teachers and administrators receive reports on student progress. *Brain Pop Jr.:* Teachers used this essential engagement tool from pre-K through 2nd Grade that allows both	*I-Station:* Teachers in the upper grades use I-Station, which begins with a the game-like ISIP) I-Station Indicators of Progress) assessment sat the beginning of each month that determines each students' reading and level in English and Spanish and adjust in length and difficulty in real-time based on student academic performance. *Imagine Math:* Teachers used this adaptive math program for 3rd through fifth grade students. Through playing math games and completing math short lessons, students improve foundational math skills, and teachers and administrators receive reports on student progress. *Brain Pop:* Teachers used this essential engagement tool from 3rd Grade through 5th Grade that allows

students and teachers to be involved in the learning process in all content areas. Brain Pop Jr. has evolved by increasing the depth of knowledge needed to answer quiz questions by content area, and playful assessments by content area that allow students to explain their reasoning while playing a game.	both students and teachers to be involved in the learning process in all content areas. Brain Pop has evolved by increasing the depth of knowledge needed to answer quiz questions by content area, and playful assessments by content area that allow students to explain their reasoning while playing a game.
MyOn: Teachers used the Renaissance My On Reader, which is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books, take online reading assessments to monitor reading comprehension, reading level in English/Spanish, and fluency.	*MyOn:* Teachers used the Renaissance My On Reader, which is a student-centered, personalized literacy environment that gives students access to more than 6,000 enhanced digital books, take online reading assessments to monitor reading comprehension in English/Spanish, reading level, and fluency.
STEM Scopes: The mission of STEM Scopes is to empower teachers to focus on effective science instruction, rather than on devoting time to a search for quality resources and materials. Being fully online, we are instantly accessible and highly customizable for your students' individual needs	Learning.com: Learning.com provides teachers with solutions to prepare their students with critical digital literacy skills. This web-based curriculum for grades 3rd to 5th Grade that engages students as they learn keyboarding, online safety, applied productivity tools, computational thinking, and coding.
Learning.com:	

Learning.com provides teachers with solutions to prepare their students with critical digital literacy skills. This web-based curriculum for grades K-2 engages students as they learn keyboarding, online safety, applied productivity tools, computational thinking, and coding.	

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

The network supports most users, except when it is experiencing heavy traffic (TELPAS, bundle testing, grading periods, and I-station testing). The network allows teachers and students to access their accounts anywhere in the school and anywhere in the district as well as from the comfort of their home. The network/internet has worked effectively throughout the year and issues with this area are usually resolved in a timely manner when a work order is placed.

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

Curriculum:

Our school curriculum is a coherent plan that links goals for learning in all subjects, informed by national and state standards, and the work that happens in and out of the classroom. Teachers use the aligned district curriculum that is accessible through Share Point to design, plan, and monitor academic achievement by implementing a rigorous curriculum in the classroom in two languages (English/Spanish).

Instruction:

Teachers used technology instruction using different programs in their classrooms to support both teaching and learning, technology infuses classrooms with digital learning tools, such as computers and hand held devices. Doing so expands course offerings, experiences, and learning materials.

Assessment:

In order to meet students' needs, the staff on campus works to figure out where that is. In a student centered learning environment, teachers collected data and used data to better understand students' strengths and needs, as well as to monitor their progress towards acquiring content knowledge and skills. Using a variety of methods and technology programs, including but not limited to teacher observation, digital diagnostic tools, and developmental knowledge, teachers work to become familiar with students' cognitive and emotional needs, their preferred learning styles, and their prior knowledge and skills.

Student Learning Strengths

Those well-informed educators are embracing performance data as a useful means for directing school improvement. The ability to track individual student performance, aggregate and disaggregate data with more ease, and the use of sophisticated and high-speed data-collection systems like Eduphoria present new

options for strategic planning. Now that such information is available, teachers have the opportunity to compile each student's strengths and weaknesses to ensure the continuous success of all students at J.S. Adame Elementary from Pre-K through 5th grade.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Teachers need to share effective practice and adopt collective expectations for students' performance. **Root Cause:** Teachers need to identify their strengths and weaknesses when examining data and ask for assistance from other teachers when needed.

Problem Statement 2: All teachers need to systematically and routinely use data to guide instructional decisions and meet students' learning needs. **Root Cause:** Lack of updated staff developments for new data platforms, and data conversions, through a consistent and unified manner.

Problem Statement 3: All 3rd - 5th grade students have been academically affected in the STAAR content areas (Reading, Math, and Science) due to the learning loss resulting from the pandemic. **Root Cause:** Learning Loss due to pandemic.

School Processes & Programs

School Processes & Programs Summary

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

- T-Tess (Texas Teacher Evaluation and Support System)
- Walk-throughs (Eduphoria)
- Comments on Lessons Plans
- Grade Level Meetings
- Lead Teacher Meetings
- Staff Meetings

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

We recruit qualified and effective staff through:

- Teacher Recommendations
- Online Posting on District Website
- Criteria set by TEA Certification
- Criteria set by Interviewing Committee

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

- Attendance Good
- Retention .04%
- Turnover .04%

Retention and Turnover rates were affected due to two staff members moving to other districts.

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

1st – 5th is departmentalized so that teachers may teach strength and receive specialization.

- Guided Reading
- Intervention
- Resource Teacher (Inclusion)
- Community in Schools

PK – Kinder is self-contained so that teachers may teach strength and receive specialization trainings in their subjects.

- 1 to 1
- Small Group
- Guided Reading
- Resource Teacher (Inclusion)
- Community in Schools

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

Our teacher mentor program has a positive effect on new teachers. First year teachers are assigned a mentor teacher that guides them through all teaching practices including campus needs, expectations, and general information on procedures. New teachers attend New Teacher Orientation where they learn how to setup and use district software such as Eduphoria, Aware, TEAMS, Istation, Imagine Math, and other new software used by our district. Teachers that are new to a grade level have a lead teacher that helps guide them through the new curriculum which leads to easying into the grade level.

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

New staff is supported by giving them a mentor teacher. They have grade level support. Teachers are able to observe highly effective staff members. The district offers a variety of staff development for new teachers during the first week of contract. There is also staff development and trainings provide by the school district throughout the year and other trainings out of district.

The administration provides feedback through Aware on Eduphoria when a teacher has a walkthrough. They also receive verbal and written feedback via email.

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

- Staff Meetings
- District Surveys
- CIP Grade Level Meetings
- Departmental District Meetings
- Needs Assessments
- Staff Development/Conferences in subject area (Math, ELA, Technology)
- Region One Trainings
- CLPAC
- Zoom Meetings

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

Student data from assessments is accumulated and analyzed to help set priorities for professional development.

- Grades
- I-station

- Imagine Math
- Imagine Learning
- Galileo
- Amplify
- CLI
- Six Weeks Exams
- Benchmarks

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

- Departmental Evaluations/Responses
- Staff Development Requests
- Surveys/Monkey
- Areas of greatest student/teacher need, based on state assessments

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

Reading:

- STAAR Trainings
- Summer Trainings
- Guided Reading
- I-station
- Imagine Learning
- Galileo
- Amplify
- Reading Academy
- Imagine Math
- Technology

Math:

- District Trainings
- Meets Trainings

Other:

- T-TESS
- STAAR

- TELPAS
- Safe School Trainings

Monitored Through:

- Walk-Throughs
- New Strategies Documented Lesson Plans
- Student Performance
- Upcoming STAAR Scores
- Six Weeks Benchmarks
- Bundle Assessments
- Weekly Assessments

11. What evidence exists that families and community members are involved in meaningful activities that support students' learning?

There are numerous activities that occur during the school year which encourage student learning. While some are held on campus, others take place throughout the school district. Sign in sheets are in place for meetings and events that take place throughout the school year at varied locations.

Activities

- Choir
- Robotics
- Chess Club
- Student Council
- Grade Level Home Projects
- Literacy Night
- NASA Night
- Parental Meetings/Trainings (PASOS)
- Community Parade
- P.E. Developmental Programs (soccer, volleyball, basketball, flag football)
- Nutritional Program for Students
- Nutritional Program for Parents
- Meet the Teacher
- Public School Week (day)
- Honor Roll Drive By Parades

Parents and community members

All parents of the students enrolled in our campus are invited to attend and participate in the various school activities. Parents are made aware of events through notes sent home, texts, Class Dojo, voice calls/messages, Blackboard and Remind.

Trends and patterns observed

The number of parents involved is not substantial. The parents that attend events/meetings are the parents of the students involved in the activity at hand. Additionally, these parents are also the ones who visit with teachers and are involved in student matters. Parental involvement at our campus is minimal.

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

Parents are asked to participate in campus and district committees. They can be members of the CLPAC, DLPAC committees, SHAC, PASOS Program, and Student Compact and Migrant Councils. Also there is a parent portal in place that gives parents the opportunity to view their child's current grades. A parent currently serves on our campus LPAC committee. Finally, our campus has a Student Council that is elected by the student body.

13. What types of services are available to support families, community members and students to encourage healthy family relationships?

Services available to help cultivate healthy family relationships include:

- Literacy Pumpkin Decoration Home Project
- Literacy Night
- Nutritional Classes
- Personal Prevention
- Fresh Fruits and Vegetables Program (Students Only)
- Campus Counselors/Counseling Sessions
- Rodeo Dental Presentations
- Texas Public School Week
- Honor Roll Drive By Parades (Every Six Weeks)

Due to the Covid 19 pandemic, many of our campus activities did not tak eplace due to CDC protocols. Plans are to resume our meaningful activities next year, 2021-2022.

14. If families speak languages other than English, what are these languages?

The majority of the families at our campus speak Spanish, aside from English. How does the school communicate in those languages?

- ClassDojo
- Phone Notification (text and voice calls/messages)
- Bilingual Staff Members
- Parent Portal
- Communication via notes in English and Spanish
- Parental Presentations conducted in English and Spanish
- Blackboard Interface
- Google Classroom

15. What type of services are available to support students in special programs?

Some services offered are:

- Inclusion Instruction
- Social Workers
- Resource classes
- Bilingual classes
- GT testing
- Technology
- Behavior Intervention Assistants
- Child Protective Services
- Texas Tropical Behavioral Services

What are the results?

These services provide student support for the different challenges that our students face. Through these special services, our students are able to succeed academically.

Due to the Covid 19 pandemic many of our campus sevices did not take place due to CDC protocols. Plans are to resume special programs to support students next year, 2021-2022.

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

There is a variety of community services available to our families.

- Linus Project
- 911 Program
- Lions Club
- Employee Emergency Foundation 5K Run
- Nuestra Clinica del Valle
- Nutrition Programs
- Parent Portal
- Domestic Violence Services
- Mujeres Unidas
- Donna Library

Due to the Covid 19 pandemic many of our campus sevices did not take place due to CDC protocols. Plans are to resume our activities next year, 2021-2022.

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

DISD provides support needed to assess and analyze data using a variety of tools such as benchmarks, bundles,google drives, six weeks' tests, online curriculum through SharePoint for all subjects, and data analysis through AWARE. It also provides teachers and administrators with easy access to analyze data highlighting specific areas of strengths and weaknesses in order to provide the appropriate individualized instruction per student, classroom, and/or

subject. SharePoint offers ideas, guidance, lesson plans, and supplemental activities for all subject areas per grade level.

18. How does the data reflect about classes, schedules, and student/staff teams?

As per the 2020-2021, District - Attendance Percentage and Enrollment on Instructional Day report, a total of 690 students are served at Adame Elementary. Class sizes vary at about 15-24 students per teacher. According to the report, 69% of the student body is made up of English Learners (ELs), EL students are serviced through the Bilingual/ESL Education Program. The students identified as Gifted and Talented (G/T) are served through the Gifted and Talented Program, and the children identified under Special Education, these students receive services through the Special Education Program. The school's master schedule reflects an accommodation across grade levels according to content areas as well as needs specific to each team.

19. How is adequate time devoted to subjects in which students perform poorly?

After teachers identify the areas of weakness by using data collected from district benchmarks, six weeks' assessments and weekly tests, the students can then be identified as the ones who are performing poorly in certain subjects. This data provides teachers with information on which subject needs immediate priority and reveals skills needing mastery. In turn, these areas are quickly and accurately addressed and adequate time can be devoted to those subjects and areas of need. One-way time is prioritized for Reading and Writing is in our campus' Guided Reading block for K-2nd and the intervention block for 3rd-5th. The focus of Guided Reading is to work with small groups to emphasize and continually build phonemic awareness, phonics skills, fluency, vocabulary, and comprehension. The focus of the intervention block is to work with small groups to build on fluency, vocabulary, and comprehension. The same structure is applied in Guided Math. For those students who are struggling and failing due to language, teachers utilize bilingual strategies such as sheltered instruction, total physical response, visual aids, bilingual pairs, dictionaries and extended time when testing. This year 30 minute blocks were added to the master schedule; for the ELs Oral Language Development for K-2nd and intervention block for both EL and NLEPs in grades 3rd-5th.

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

Teacher's voices are heard in decision making and school policies during staff/grade level meetings. Teachers also express their opinions through and annual comprehensive needs assessments, CLPAC committee, and voicing any needs with our principal and administration team. Our principal operates with an open door policy and is open to suggestions and recommendations that benefit our school.

21. What role do teachers have in deciding what assessments will be used?

Teachers decide as a grade level which weekly assessments will be used to evaluate students on concepts being taught throughout the week. Our campus also used the ISIP Reading Assessment through I-Station to determine the students' overall reading performance in grades PK-5th. Also, K-5th use Imagine Learning, Galileo, and Amplify to determine the students' overall reading performances. Six Weeks Assessments and Benchmarks are determined through the district level. These assessments are generated by the subject district director(s) or through the use of Region One's Classroom Performance system. In grades 3rd-5th, students are tested during the Spring in areas such as Reading, Writing, Math and Science at a state level through STAAR. Due to 5th grade being considered an SSI grade, students who do no initially pass their Reading and Math STAAR are given an opportunity to retest. The LAS is also used in the lower grades to evaluate students in PK-2nd.

22. Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn for all groups to be a part of solutions to identified problems?

The implementation of our school committee provides us with the opportunity to voice our concerns and come up with possible solutions to solve the issue at hand. We also continue to implement the CLPAC which meets to make decisions and discuss events for teachers, staff, and students. Our CNA committees are composed of members from different grade levels and meet to discuss strengths and needs in our campus. A campus representative is part of our district insurance committee and shares all pertinent information with the staff.

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

Based on classroom observations and data from any assessment administered throughout the year, teachers are able to analyze the information and give their input at trainings or professional development to make changes to our curriculum. These suggestions are then used to evaluate what will be changed in order to meet the needs of all our learners in the campus and district wide.

School Processes & Programs Strengths

- There are various programs/services available to our parents.
- Teachers/Administrators are available to meet with parents.
- Teachers are bilingual and can communicate effectively with parents in their native languages.
- Parent Center readily available equipped with computers.
- Teachers have up to date computer software and equipment for delivery of instruction.
- AWARE is available for teachers to view and analyze data accordingly.
- Student weaknesses are targeted through the implementation of different computer programs, data analysis, regrouping and small group tutoring.
- Many of the teachers are currently using Class Dojo and Remind for the classroom. They connect teachers, parents, and students and are able to share photos, videos, and messages throughout the school day. These apps are used to work together as a team, share the classroom experience, and bring big ideas to life in their classrooms and homes.
- Highly Qualified Staff with Many Years of Experience
- Teacher Mentoring Program throughout Grade Levels
- Attendance Incentives
- Fully Certified Teachers
- Paraprofessionals Meet District Requirements
- Staff Support
- Google Classroom

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of parental involvement activities to promote and foster parental involvement. **Root Cause:** Need to incorporate things like a campus festivals, continue with literacy nights, and continue with Honor Roll Drive By Parades.

Perceptions

Perceptions Summary

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

After collecting data through surveys, most students and staff feel safe at school. 94% of 3rd graders, 98% of 4th graders, and 96% of 5th graders surveyed feel safe in the classrooms. 90% of 3rd graders, 89% of 4th graders, and 92% of 5th graders surveyed feel safe in the restrooms, hallways, cafeteria, gym and playground. 98% of staff feels safe and secure in school. Both students and staff feel safe overall.

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

Students and staff are required to recite the Mission Statement of Adame Elementary every morning before class begins. Within our Campus Mission Statement, students commit to do their best at all times and they state that they are the driving force behind J.S. Adame Elementary. Students are held accountable for their own actions and behaviors. Students at home and in school continued to read using the MyOn program and students were held accountable for their school work. Imagine Math and Imagine Learning were used by students with the majority completing the required district minutes.

3. How do students and staff describe attitudes, respect, relationships, belonging, support, etc? How does this data compare across groups? Which groups respond in which manner? (*Demographics)

From the data collected, 97 % of 3rd graders, 89% of 4th graders, and 96% of 5th graders surveyed feel that they are respected by their peers. 100% of 3rd/5th, and 94% of 4th graders surveyed believe that their teachers are respectful. 91% of 3rd graders, 74% of 4th graders, and 83% of 5th graders surveyed believe that discipline is administered fairly. 100% of 3rd/4th graders and 79% of 5th graders surveyed feel that their teachers are enthusiastic about teaching. 100% of 3rd graders, 92% of 4th graders, and 83% of 5th graders surveyed feel like they belong at school. 87% of 3rd graders, 79% of 4th graders, and 71% of 5th graders surveyed feel they have a supportive learning home environment.

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

- This year we had a total of 6 discipline incidents PK-5th
- Out of the 6 discipline referrals, 1of them occurred on the bus and not at school
- There were no bus suspensions this school year
- There was 1 full day ISS, 2 lunch detentions and 2 parent conferences.

The committee agrees that the Discipline Incident Summary may not be a true reflection of students' behaviors due to the large number of students receiving online instruction

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

According to the data collected, 96% of students surveyed feel safe while in their classroom. However, only 90% of students feel safe in the hallways, restroom, cafeteria, gym or playground. 98% of staff generally feel safe while at school.

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

Staff members' data showed that only 89% of them felt that school events are well attended by staff. 96% of staff believe that students know what behaviors are expected of them. Student data showed that 94% of the students surveyed care about learning and getting a good education. Our school has the following extracurricular activities available for our students, Chess Club, Cheer Squad, Choir, Robotics, UIL events and Spelling Bee; however, due to COVID-19 these activities were not made available this school year. 2nd grade students did take part in the LRGV Learning Landscapes where they planted Red Salvia seeds and learned about native plants. In addition, the students that attended in school instruction helped plant a garden in front of our school. The data collected revealed that 92% of students surveyed feel like they belong to our school.

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

Overall the female population is more satisfied with our schools culture and climate. More boys responded negatively than girls did. Based on the students surveyed 5th graders were the most dissatisfied and the 3rd graders were the most satisfied. Student body attendance was an average of 97% which was a 1% increase from last year.

8. What does the data indicate regarding classroom management and organization? How does this compare to classroom student achievement data? (*School Process and Student Learning)

Good classroom management is crucial for students' academic achievement. The pandemic posed many new challenges this school year among our students, teachers and parents. Despite those obstacles our teachers organized Google Classrooms and communicated with parents/students daily. Our teachers taught students through both distance learning and face-to-face providing tutorials and engaging lessons. Due to the pandemic situation, STAAR data will not be used this school year. Despite the effects of the pandemic, district data showed that our student engagement in MyOn, Imagine Learning, and Imagine Math often surpassed other campus percentages in achievement and usage.

9. What does the data indicate regarding gang, substance abuse, weapons, and other safe schools area? Who are the students involved? What do we know about these students? What services have these students received? (*Demographics)

Post pandemic our counselors had presentations every six weeks targeting safety, substance abuse and other topics. All students participated in the counselor presentation. Currently students had health once a week via online and in school. Our teachers incorporate drug and gang awareness through social studies and other lessons when applicable (Drug-Ed logs are turned in every six weeks for documentation. Despite the pandemic our staff promoted a drug free environment and encouraged students to participate in Red Ribbon Week activities in October. Our nursing department sent out information regarding health tips and awareness through ClassDojo.

10. What students are involved in extracurricular activities, clubs, and other areas? Who are these students What does student achievement reflect about these students versus others who are not involved/ (*Demographics & Student Learning)

Students at our campus are encouraged to participate or be a part of the extracurricular activities that our campus offers. Among the extracurricular activities we have UIL for K - 5th graders, Choir 4th - 5th graders, Cheerleading 3rd - 5th, Chess 1st - 5th, Recycling Club 4th grade and Robotics 4th – 5th. Any student

involved in any of the extracurricular activities are required to maintain good grades and display good conduct. All students are given the opportunity to participate or tryout.

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

100% of staff members feel that our school is generally clean. Which in turn makes our campus a more comfortable and adequate working and learning environment for our students. Students recognize that our custodians work hard to keep the campus clean and assist with ensuring their area is neat and well kept.

12. How does staff feel about technology?

The majority of our staff completed self-paced module trainings to be better prepared for this school's year immersion in technology. Most of our staff became knowledgeable in technology and different computer applications in order to continue classroom instruction. With the exception of PK3 and PK4 all our students were equipped with iPads or Chromebooks which enabled them to connect to Google Classroom. DISD provided WiFi for students to be able to connect; however, some connection issues still.

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

According to our parent survey, the majority of our parents are satisfied with our campus as a whole. Our lowest ranking percentages according to the parents' surveyed were in two areas: 92% of parents feel like they are updated about their child's progress and 92% also feel that our school encourages parent involvement in school activities. All the other areas were 97% or greater.

1 parent felt hat her child should be given more attention by the teacher because she is easily distracted. Another parent said she did not know who the principal was and did not know if school discipline was administered fairly.

Based on the data between students', parents' and staff members the overall perception of our school is positive with minimal people unsatisfied. The area of concern would be increasing support for learning at home.

Perceptions Strengths

- Sense of belonging among students and staff
- Parental academic satisfaction
- Focused teachers with the same goal
- Continued student academic achievement
- Parent/Teacher contact increased daily
- Teachers increased their technology knowledge and adapted to technology

Problem Statements Identifying Perceptions Needs

Problem Statement 1: No festivals and parent/student activities; only academic parades. **Root Cause:** Due to most students receiving online instruction, festivities were limited to what we could do for our students

Problem Statement 3: Need counseling and small group reinforcements. **Root Cause:** Due to the pandemic, counseling and other assemblies conducted by our counselors were not performed this school year.

Problem Statement 4: Cafeteria needs to ensure that cold foods are kept separated from hot foods in efforts to prevent spoiling. **Root Cause:** Due to the pandemic, food preparation was different than other school years. Plates were wrapped in plastic wrap and dairy products were sealed in with hot foods. This caused some milk to spoil.

Problem Statement 5: PK3 and PK4 need some form of devices to stay connected with teachers should another pandemic occur. **Root Cause:** Students in this grade level were not able to stay connected with the teacher and missed out on instruction. The district only provided devices for students from Kinder- 5th grade.

Problem Statement 6: All 3rd - 5th grade students have been academically affected in the STAAR content areas (Reading, Math, and Science) due to the learning loss resulting from the pandemic. **Root Cause:** Learning Loss due to pandemic.

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

Accountability Data

- Student Achievement Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR EL progress measure data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Goals

Revised/Approved: September 5, 2021

Goal 1: Julian S. Adame Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 1: Julian S. Adame Elementary will focus on instructional improvement resulting in all students meeting goals for all accountability measures. The percent of KG-5th grade students will increase each month to reach campus and district grade level goals.

Targeted or ESF High Priority

Evaluation Data Sources: I-Station, Imagine Literacy, Amplify

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Develop, Implement, and Monitor a Literacy Plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below level. **Strategy's Expected Result/Impact:** EOY Reading Levels and STAAR Academic Outcomes **Staff Responsible for Monitoring:** Principal, Curriculum Specialist, and Teachers **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Additional Targeted Support Strategy**	50%	45%	90%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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 Reading Levels & STAAR standards per core content area. District and State Assessments. **Staff Responsible for Monitoring:** Campus Administration & Curriculum Specialist	60%	60%	90%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Develop, implement, and monitor daily instructional schedules to ensure Reading is taught daily and student levels are targeted through differentiated instruction and grouping. **Strategy's Expected Result/Impact:** Increased student Performance and Reading Levels. **Staff Responsible for Monitoring:** Campus Administration	60%	50%	85%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Support struggling readers by improving interventions and resources, and tracking monthly by documenting on lesson plans, making parent contact, hold team meetings to analyze data. **Strategy's Expected Result/Impact:** Early Intervention to ensure growth in reading levels. **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - Local (199), - State Comp.(164), - Title I (211)	70%	75%	95%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Implement a Computer Lab/ Class (with provided devices) Schedule to allow students to work on I-Station RDG, Learning.com, Imagine Math, and all other programs. **Strategy's Expected Result/Impact:** Increased Usage time on Reading Program & Growth on Reading Levels from BOY to EOY **Staff Responsible for Monitoring:** Campus Administration & Lab Manager	50%	65%	90%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide research-based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job-embedded training, response to intervention (RTI), data utilization, technology, core state-adopted textbook, supplemental programs,research-based strategies for ELL's, research-based instructional strategies for CCRS, classroom management, and discipline (teaching) for appropriate behavior), Region One trainings and TASA Conferences, if possible, provide breakfast during training. **Strategy's Expected Result/Impact:** Professional Development District Plan, 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:** Executive Directors, Core Content Directors, District Staff Development Coordinator, Campus Administration,Technology and Bilingual Director. **Comprehensive Support Strategy** **Funding Sources:** - Title I (211), TASA Conference registration, session schedules, and receipts - Teacher/Principal (255) - $3,000, TASA Conf - Teacher/Principal (255) - TASA Conf - $1,400	50%	55%	90%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Provide RLA/Math consulting services and monitor implementation of best instructional practices presented during instructional 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:** Executive Directors, Core Content Directors, Campus Administration and Teachers **Funding Sources:** - Local (199) - 11.6291.00.118.11 - $1,500	80%	65%	90%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments. **Strategy's Expected Result/Impact:** Assessment Reports **Staff Responsible for Monitoring:** Chief Academic Officer, Executive Directors, Core Content Directors, Campus Administration, and Teachers.	55%	65%	95%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Ensure the district's program for English Language Learners(ELLs) is research based, responsive to the needs of student, 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:** Bilingual Education Director, Executive Directors, Core Content Directors, Campus Administrations, and Teachers. **Comprehensive Support Strategy**	45%	75%	95%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology programs, Journals, Software, content resources, Student Portfolios, Kagan Strategies, Sheltered Instruction 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:** Executive Directors, Core Content Directors, Campus Administration and Teachers. **Funding Sources:** resources/supplies - Title I (211) - 11.6399.00.118 - $9,000	70%	60%	95%	100%

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Develop an Attendance comittee to encourage students to come to school regularly and stay in school through enhanced attendance, completion, and dropout prevention efforts. **Strategy's Expected Result/Impact:** Texas Academic Performance Report: Attendance and dropout percentages will decrease. Six Weeks District attendance reports. **Staff Responsible for Monitoring:** Director of intake center, Truancy Officers, Campus Principals, Attendance Helpers, Teacher and Counselors.	55%	65%	95%	100%

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Develop, implement, and monitor a literacy plan where every student is provided the support, personalized instruction, and resources to guarantee reading on level or make a 2 years growth in reading level if student is below grade level. Utilize funds to cover expenses on the 2 copier machines used for instructional materials. **Strategy's Expected Result/Impact:** Reading levels Istation Reports, Imagine Literacy Reports **Staff Responsible for Monitoring:** Executive Directors, Core Content Directors, Campus Principal, Classroom Teachers **Funding Sources:** list of resources - Local (199) - 11.6269.00.118 - $18,000	65%	55%	95%	100%

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: System Safeguards to meet federal accountability requirements will be implemented, monitored, and reviewed for each subject area and or student group where requirements were not met. **Strategy's Expected Result/Impact:** Increased performance in area addressed. **Staff Responsible for Monitoring:** Chief Financial Officer,Core Content Director,Bilingual Director, Principals and Teachers **Comprehensive Support Strategy**	70%	75%	95%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Students in PreK 4-5th will be required to adhere to scheduled computer time for Istation and Imagine Math and Learning.com. Computer lab may be used primarily for PK3-4 students who don't have devices. **Strategy's Expected Result/Impact:** Reports **Staff Responsible for Monitoring:** Administration, Teacher & Computer Lab Manager	50%	70%	95%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Through staff meetings, and grade levels, admin and paraprofessionals will share ideas that are being successful in the classrooms. **Strategy's Expected Result/Impact:** Quality Instruction and Strategies. **Staff Responsible for Monitoring:** Administration and Teachers	65%	70%	95%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Students will have opportunities to participate in AR program with a goal of 100% participation and 70 % of those participating will maintain an average percent correct of above 85%. **Strategy's Expected Result/Impact:** Increased Reading Levels Increased motivation of AR participation. **Staff Responsible for Monitoring:** Media Specialist, Classroom teachers	70%	60%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Julian S. Adame Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 2: Bilingual/ESL: Julian S. Adame Elementary will increase the percentage of ELLs progressing one performance level on TELPAS and increase the amount of ELLs meeting state assessment requirements with reading level monitoring and an awareness of language, literacy, and content interdependence.

Evaluation Data Sources: TELPAS

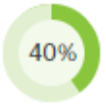
Summative Evaluation: Met Objective

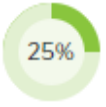
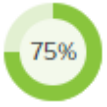
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Implement strong English Oral Language activities/assessments to ensure smooth transition into English.This includes testing materials and necessary equipment needed to assess. **Strategy's Expected Result/Impact:** LAS & TELPAS **Staff Responsible for Monitoring:** Administration, Counselors &Teachers	45%	65%	95%	100%

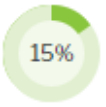
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: 2)Provide a literature rich environment in all content areas by increasing the number of Spanish/English books in classroom and make available to LEP students instructed in Spanish. **Strategy's Expected Result/Impact:** Library Book and Classroom Orders **Staff Responsible for Monitoring:** Administration, Media Specialist & Teachers	35%	85%	95%	100%

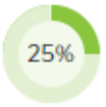
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Implement Sheltered Instruction strategies across content areas in conjunction with LAT forms and TELPAS language proficiency descriptors every six weeks. ex. Preview, View, Review, TPR, Vocabulary Enrichment, Cognate Word Wall, Bilingual Pairs, labels, picture cards, anchor charts and dual side by side testing. **Strategy's Expected Result/Impact:** Walkthroughs & Lesson Plans **Staff Responsible for Monitoring:** Teachers	40%	80%	95%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: 4)Introduce Math Concepts in their native language as needed. **Strategy's Expected Result/Impact:** Lesson Plan & Student Mastery on Bundles **Staff Responsible for Monitoring:** Teachers				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Hire a Bilingual Tutor to reinforce skills to LEP students testing in English and Spanish to ensure a passing standard on STAAR Reading and Math. **Strategy's Expected Result/Impact:** STAAR Results **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Title I (211)				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Obtain and provide program manipulatives, models, consumables, non-consumable materials and other classroom instructional materials or resources for all core content areas and for LEP student population. Instructional materials suchas color printers are supplemental to upgrade the entire distance learning program on our campus. **Staff Responsible for Monitoring:** Campus Administration **Funding Sources:** - Title III (263) - $7,500, - State Comp.(164) - 9100				

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: The campus will follow the proposed district framework of Time and Treatment for the bilingual students to best fit their needs. **Strategy's Expected Result/Impact:** Class Rosters **Staff Responsible for Monitoring:** Administration				

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Bilingual students will be grouped based on TELPAS Ratings. Beginners and Intermediates will be homogeneously grouped with the flexibility of grouping low performing Advanced students. **Strategy's Expected Result/Impact:** End of year TELPAS results 2020 **Staff Responsible for Monitoring:** Administration				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: The staff will be trained on LPAC procedures and accommodations for the ELL students. **Strategy's Expected Result/Impact:** Sign-In Sheets **Staff Responsible for Monitoring:** Administration and Counselors	15%	70%	95%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: ELD/SLD will be implemented according to the group placement and language of instruction the students receive in language arts. **Strategy's Expected Result/Impact:** Master Schedule **Staff Responsible for Monitoring:** Administration, Teachers	15%	70%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: Julian S. Adame Elementary 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. The district will implement a balanced literacy program in early childhood education that will result in more students reading on or above grade level.

Performance Objective 3: Literacy Media Center: To ensure the success of all students as effective creators and users of ideas and information, enabling them to become lifelong learners a Literacy Media Center will be established.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Classes will be required 2 scheduled library lessons per 6 wks tied to obj. being taught in the classroom in content area of choice. **Staff Responsible for Monitoring:** Administration, Librarian & Teachers	15%	80%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will be rewarded for meeting AR Reading Goals, Word Club Goals, Distinguished Readers and 100 pt. Club Members. **Staff Responsible for Monitoring:** Administration & Librarian **Funding Sources:** - Local (199), - Library Account (898)	30%	75%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide opportunities for students to speak to and listen to accomplished authors by holding author storyteller visits. **Staff Responsible for Monitoring:** Media Specialist	20%	75%	95%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Expand media resources to support the curriculum, increase library collection by purchasing books in English and Spanish and other areas of need. Include Award Winning Books. Books will be purchased for students to participate in battle of the books. **Staff Responsible for Monitoring:** Administration & Media Specialist **Funding Sources:** - Local (199), - Student Activity 865	25%	70%	95%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide opportunities for students/ families to create a home library by hosting 3 Scholastic Book fairs. **Staff Responsible for Monitoring:** Media Specialist **Funding Sources:** - Library Account (898)	20%	65%	95%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Staff Development-librarian will be attending the Fall Media conference, CTE & Library Mini Con!, Region One Workshops **Staff Responsible for Monitoring:** administration, media specialist, secretary	45%	55%	90%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: 7) Instructional materials are supplemental to upgrade the entire library on the campus **Strategy's Expected Result/Impact:** Purchase orders, receiving ticket **Staff Responsible for Monitoring:** Administration, Librarian **Funding Sources:** - Local (199)	15%	70%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

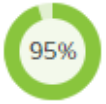
Goal 2: Julian S. Adame Elementary will create an inviting educational climate that enhance learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 1: The percentage of students in grades 3-5 who achieve meets, and or masters performance level on the STAAR exam will increase for the next school year.

HB3 Goal

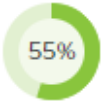
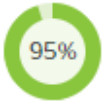
Evaluation Data Sources: 3rd - 5th grade STAAR

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Monitor the Reteach/Enrichment Period to ensure skills are targeted in small group. **Strategy's Expected Result/Impact:** Master DailySchedule **Staff Responsible for Monitoring:** Campus Administrations, **Schoolwide and Targeted Assistance Title I Elements:** 2.4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
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 standards per core content area. **Staff Responsible for Monitoring:** Campus Principals, Curriculum Specialists, Campus Administration. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught every day the appropriate allocated minutes and implement and monitor required lesson plans for Reading, ELA, Writing, Math, Science, and Social Studies **Strategy's Expected Result/Impact:** Increased student performance as measured by District and State assessment **Staff Responsible for Monitoring:** Campus Principals, Curriculum Specialists, Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **Comprehensive Support Strategy**				

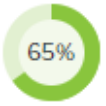
Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas and all student populations. Instructional materials are supplemental to upgrade the entire distance learning program on the campus. **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, TELPAS, & PBMAS.) **Staff Responsible for Monitoring:** Principal, Curriculum Specialist & Campus Administration, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** - Title I (211) - 11.6399.00.118.24.0.00 - $20,276, - Local (199), - State Comp.(164), - Title III (263) - 11.6399.00.118 - $6,000, - Migrant (212)				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks/ Journal, Student Portfolios, Best-Practices Strategies, Sheltered Instruction, College Readiness Activities, Literacy Stations, Technology, Software including but not limited to: Accelerated Reading, myON, STEMScopes, Edusmart, I-Station, Abydos, Imagine Learning, Galileo, Amplify, Imagine Math, and Reasoning Mind Blueprint. **Strategy's Expected Result/Impact:** Walkthroughs and Increased student performance as measured by district and state assessments. **Staff Responsible for Monitoring:** Asst. Supt. for Curriculum and Instruction, Core Content Directors, Campus Administration, and Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	55%	70%	95%	100%

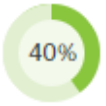
Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide opportunities for staff development/conferences as needed and support all staff in their content areas including Region One trainings. **Strategy's Expected Result/Impact:** Certificate of Completion **Staff Responsible for Monitoring:** Administration	55%	70%	95%	100%

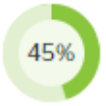
Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Data Driven Instruction-Data Analysis, Team Planning, Administrative Walkthroughs and Individual Teacher Meetings (Data Talks) will be carried out throughout the year to ensure plans are in place to target areas of need. **Strategy's Expected Result/Impact:** District Bundles Assessments, State Assessments, ISIP, Imagine Math Reports, Benchmark and Comprehensive Assessments **Staff Responsible for Monitoring:** Administration	60%	70%	95%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: Provide students with opportunities to partake in field trips to enhance their learning via hands on experiences and as an incentive for achieving academic goals. Have 2 Academic Field Trips one in fall 2021 and one in Spring 2022: - Hands on experience field trip in the fall semester. - STAAR Motivational Field Trip in the spring semester. **Strategy's Expected Result/Impact:** Increase student academic achievement and student motivation. **Staff Responsible for Monitoring:** Administration and Teachers **Funding Sources:** - Student Activity 865, - Local (199), - Title I (211)				

Strategy 9 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9: Awards and Incentives: Provide various forms of student recognition and promotion of academic success every six weeks. **Staff Responsible for Monitoring:** Administration, Counselor, Teachers **Funding Sources:** - Local (199) - $200, - Student Activity 865				

Strategy 10 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10: Print Rich Environment: Teachers will create print rich environments to promote vocabulary through the use of anchor charts, interactive word walls, word banks, student work and visual models. **Staff Responsible for Monitoring:** Teachers and Teacher Assistants				

Strategy 11 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11: Content and Language Objectives will be posted for each subject area being taught. Teacher will highlight the verbs and nouns of the objective for teachers to showcase, implement and have students carry out the use of academic language and to ensure curriculum and instructional alignment. **Staff Responsible for Monitoring:** Administration, Teachers				

Strategy 12 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12: Carry out all necessary student testing to ensure proper tracking, coding and demographic reporting. **Strategy's Expected Result/Impact:** PEIMS Snapshot Report **Staff Responsible for Monitoring:** Principal, Counselor, PEIMS Clerk, Teacher of Record				

Strategy 13 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13: Provide teachers, staff and the campus with Instructional resources and equipment needed to carry out quality instruction and daily operations. **Strategy's Expected Result/Impact:** Campus Needs Assessment **Staff Responsible for Monitoring:** Administration, Media Specialist, Office Staff **Funding Sources:** - Local (199), - Title I (211) - $1,000, - State Comp.(164) - $3,000, - Title III (263), - Title IV 289 - $1,000	45%	100%	95%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14: Offer Tutorials for 2nd through 5th-grade students performing at the approach level in Reading and Math beginning 2nd Semester to increase the percentage of students at the MEETS and MASTER level. **Staff Responsible for Monitoring:** Curriculum Specialist, Lead Teacher and Content Teachers assigned. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **Funding Sources:** - Title I (211) - 11.6118.00.118.24.0.TT - $8,640, - Title I (211) - 11.6141.00.118.24.0.TT - $125, , - Local (199)	50%	70%	95%	100%

Strategy 15 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15: Hire and implement tutors under the HB4545 ESSER grant to assist with the accelerated instruction needed for all 3rd - 5th grade students that did not take/pass the STAAR test in the areas of Reading and Math. **Strategy's Expected Result/Impact:** 50% of the students will acquire the MEETS level for reading and math. **Staff Responsible for Monitoring:** Campus Administration Team (Principal, Assistant principal, & Curriculum Specialist) 3rd - 5th grade Teachers **Funding Sources:** PROGRAM: 282 - ESSER III - $76,869,	55%	70%	95%	100%

Strategy 16 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16: Establish an acceleration learning committee (ALC) to monitor progress for any student who did not take or pass the math or reading STAAR test in grade 3 and 5. Content area teachers will develop the Individual Educational Plan (IEP) for each student using the eduphoria form. Committee will analyze the IEPs and assessment data to reach the expected goal of 50% of students at the MEETS level in Reading and Math. **Strategy's Expected Result/Impact:** 50% of the students will acquire the MEETS level for reading and math. **Staff Responsible for Monitoring:** principal or prinicipal's designee parent /guardian content teacher LPAC,SPED, and/or 504 Rep. **Funding Sources:** ESSER 266				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Julian S. Adame Elementary will create an inviting educational climate that enhance learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 2: Bilingual: Julian S. Adame will increase the percentage of ELL students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Teachers will track ELL students and provide sheltered instruction strategies. **Staff Responsible for Monitoring:** District Assessments, I-Station, Reasoning Mind & Imagine Math.	55%	70%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Purchase the necessary supplies to supplement the curriculum and state adoption from warehouse or catalog. **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math	55%	70%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Julian S. Adame Elementary will create an inviting educational climate that enhance learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 3: Advanced Academics: Julian S. Adame will increase the percentage of GT students achieving the MEETS and MASTERS on STAAR

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Campus administrators, district strategists and interventionists, and district director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide opportunities during the school day and outside of the school day for GT students to participate in individual/group projects in Science Technology Engineering and Math which will strengthen GT student's core areas in Reading, Writing, Research, Science, Social Studies, Math, and technology. **Strategy's Expected Result/Impact:** Increased student performance **Staff Responsible for Monitoring:** Campus administrators, district strategists and interventionists, and district director. **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**				

 No Progress Accomplished Continue/Modify Discontinue

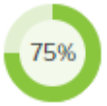
Goal 2: Julian S. Adame Elementary will create an inviting educational climate that enhance learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 4: Special Education: Julian S. Adame Elementary will increase the percentage of SPED students who achieve MEETS and MASTERS on STAAR and will decrease teh achievement gap.

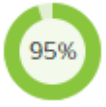
Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide campus training in the area of accommodations and designated supports. **Staff Responsible for Monitoring:** Administration-Curriculum Specialist **Comprehensive Support Strategy**	60%	70%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide campus reviews with teachers on student academic performance. **Strategy's Expected Result/Impact:** increase communication between campus administrators and teachers -increase monitoring of student progress -increase academic state performance -increase academic classroom performance **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	65%	70%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia. (BG1, BG2, B3) **Strategy's Expected Result/Impact:** -increase student reading performance **Staff Responsible for Monitoring:** -Director -Supervisor -Educational Diagnosticians -Campus Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide online assessment resources to students in preparation of online state assessments. (BG2, BG3) **Strategy's Expected Result/Impact:** -increase student preparation in navigating online assessment resources -increase online state assessment performance **Staff Responsible for Monitoring:** Administrators -Special education teachers -Campus technicians **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide academic support through supplemental resources to teachers **Strategy's Expected Result/Impact:** -increase student academic performance **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**				

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Provide teachers support by conducting classroom walkthroughs and monitoring the provision of student services in the classroom. (BG1, BG2, BG3) **Strategy's Expected Result/Impact:** -increase in academic state performance -increase in classroom performance **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy**	55%	70%	95%	100%

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Julian S. Adame Elementary will create an inviting educational climate that enhance learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam will increase.

Performance Objective 5: Migrant: Julian S. Adame will increase the percentage of Migrant students who achieve MEETS and MASTERS on STAAR and will decrease the achievement gap.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide one to one and small group tutoring to increase areas of STAAR Accountability in areas tested. **Strategy's Expected Result/Impact:** Increase Percentage in MEETS and MASTERS **Staff Responsible for Monitoring:** Administration & Teachers	60%	70%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide assistance to migrant students by hiring a part-time employee to assist in raising Reading levels, Math Skills & Writing Skills **Strategy's Expected Result/Impact:** Reading Level Tracking and STAAR Results **Staff Responsible for Monitoring:** Campus Administration & Teachers	65%	70%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Julian S. Adame Elementary will create an instructional environment that will enhance the learning and academic performance of all students and create an awareness in order to increase the percentage of graduates demonstrating college/career/military readiness when they reach the high school level.

Performance Objective 1: Promote Awareness for students to understand the importance of graduating from high school and moving into a college/career/military path.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will plan Career Day to promote academic success, to motivate students and raise CCMR (college/career/military readiness) awareness. **Staff Responsible for Monitoring:** Administration & Counselors **TEA Priorities:** Connect high school to career and college **Funding Sources:** College ready materials - Local (199) - 289.11.6399 - $5,000	60%	70%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Students will wear University T-Shirt on Thursdays to promote Higher Education. Posters will be displayed in the hallway. **Staff Responsible for Monitoring:** Administration & Teachers **Funding Sources:** - Student Activity 865 - $1,600	60%	70%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Students will be recognized for Perfect Attendance, A/AB Honor Roll, Academic Excellence, Top Athlete, Cheerleading, Choir, etc... **Strategy's Expected Result/Impact:** Requisitions, Student List & Invitations *Revised Budget **Staff Responsible for Monitoring:** Administration & Counselors **Funding Sources:** - Local (199)	75%	70%	95%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Students will be provided with incentives and celebrations as a form of recognition throughout the year for accomplishments and participation. Book Character Pumpkin Contest Students in KG will receive tassels for graduation ceremony and grade level shirts will be purchased as requested. **Staff Responsible for Monitoring:** Administration, Counselor & Teachers, Librarian **Funding Sources:** - Local (199), - Student Activity 865 - 289	65%	75%	95%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: 5) Provide opportunities for students to attend educational fieldtrips in all content areas to enhance understanding of content objectives. All Pre K- 5th grade, Chess, Robotics, Library, Counselors, Cheerleading, PE, Student Council will fundraise to cover entry fees, buses and meals, and all end of the year awards & celebrations. **Strategy's Expected Result/Impact:** Travel Request, Parent Permission, Purchase Orders & Bus Request *Revised Budget *Fundraisers: Rocky Mountain Apples, Brochures, Popcorn, Lock-Ins/Dances **Staff Responsible for Monitoring:** Administration & Teachers	65%	75%	95%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: 6)Adame Elementary will hold a total of 6 school dance fundraisers on FMNV days. Halloween, Thanksgiving, Christmas, Valentines, Spring Break, and Easter **Strategy's Expected Result/Impact:** Fundraising Forms, Purchase orders, Receiving Tickets **Staff Responsible for Monitoring:** Child Nutrition, Administration, Office, Teachers	65%	75%	95%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Create an instructional environment that will enhance the learning and academic performance of all students by promoting perfect attendance using an admission slip when student is absences and/or tardy. **Strategy's Expected Result/Impact:** SWs perfect attendance, meet district goal of 98% attendance. **Staff Responsible for Monitoring:** PIEMS clerk, Attendance Helper, Counselor and Administration **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Admission slip booklets - Local (199) - 11.6498 - $300	50%	70%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Julian S. Adame Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 1: Student Support Services: Julian S. Adame Elementary will ensure our elementary students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior and nurture a positive climate to continuously build up students and their self-esteem.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Character Education: Lessons will be provided by counselor every 6 weeks. Lessons will include: responsibility, bullying, respect, fairness, trustworthiness and citizenship. consulting services-Oscar Munoz **Strategy's Expected Result/Impact:** Office referral will be reduced, contracted services, purchase order, receiving ticket **Staff Responsible for Monitoring:** Administration Counselors Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6, 3.1 **Funding Sources:** - Title IV 289 - $1,000	70%	75%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Reinforce the 5 B's - Be Responsible, Be Respectful and Be Ready to Learn, Be Prepared and Be.....Poster will be displayed in every class and students will be reminded to exemplify through morning announcements. **Staff Responsible for Monitoring:** All School Staff and Stakeholders	60%	70%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Teachers/Counselor will integrate character lessons into instructional lessons using positive promotions to motivate students and ensuring they make the right choices **Strategy's Expected Result/Impact:** Discipline referrals will be reduced **Staff Responsible for Monitoring:** Administration	55%	70%	95%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Implement DAVE curriculum and promote a drug free life during red ribbon week and say NO to drugs by presenting and inviting guest speakers. **Strategy's Expected Result/Impact:** Purchase Orders Sign In Sheets Schedules Invitations **Staff Responsible for Monitoring:** Administration & Counseling Dept. **Funding Sources:** - Title IV 289	55%	70%	95%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: The campus will promote school spirit by wearing School Shirts on Fridays with jeans. **Strategy's Expected Result/Impact:** The students will take ownership and feel welcomed in a risk free environment. **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.6 **Funding Sources:** - Student Activity 865	55%	70%	95%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Drop out Prevention: Julian S. Adame will increase and maintain student and staff attendance rate at 98%.	60%	70%	95%	100%

No Progress Accomplished Continue/Modify Discontinue

Goal 4: Julian S. Adame Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 2: Nursing/Health Services: Julian S. Adame will ensure that 90% of all students enrolled will be screened for Vision, Hearing, Scoliosis, and Acanthosis Nicrigans and ensure that 95% of all students immunizations are up to date before submitting Annual Immunization report in October.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide clothing vouchers. **Strategy's Expected Result/Impact:** Assist students with complying with uniform/dress code **Staff Responsible for Monitoring:** Nurse, Counselors, Administration & Teachers.	55%	65%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide vouchers for services, clothing, eye glasses, physical and medical exams, etc... **Staff Responsible for Monitoring:** Nurse, Counselor, Administration & Teachers **Funding Sources:** - Title I (211)	65%	70%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Ensure campus has a parent representing Adame in the SHAC (Student Health Advisory Committee) **Staff Responsible for Monitoring:** Administration	50%	70%	95%	100%

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 4: Julian S. Adame Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 3: Physical Education: Julian S. Adame will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for P.E. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Continue implementation of CATCH curriculum (on the list of state-approved curricula) for PE/Health. **Strategy's Expected Result/Impact:** Lesson Plans &On-line curriculum Fitness gram annual data **Staff Responsible for Monitoring:** PE Coach, Administration & Directors	50%	70%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. **Staff Responsible for Monitoring:** HR Department	55%	65%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Students will partake in field day as part of the end of the year events. Students will be awarded ribbons for each event. The campus will provide water bottles to ensure students stay hydrated. **Strategy's Expected Result/Impact:** Purchase Orders 865.00.2190.00.118.0.00.0=$80.00 **Staff Responsible for Monitoring:** Principal, PE Coaches and Teachers	55%	65%	95%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Students will receive 4 out 5 days of intensive physical exercise with the assistance of proper equipment. **Strategy's Expected Result/Impact:** Fitness Gram Results **Staff Responsible for Monitoring:** Administration & Coach	65%	75%	95%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: All students will receive education on health related topics. **Strategy's Expected Result/Impact:** Lesson Plans **Staff Responsible for Monitoring:** Coaches & Counselors	Sept	Dec	Mar	June
	60%	70%	95%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: 6) Provide classroom instructional materials, resources and /or equipment for all student population. **Strategy's Expected Result/Impact:** Fitness Results **Staff Responsible for Monitoring:** Prinicpal, PE Coaches, & Teachers	Sept	Dec	Mar	June
	50%	60%	95%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: 7) Adame Cheerleaders will be performing/ attending their feeder Middle School/High School pep rally. Veterans MS A.P. Solis MS Donna North **Strategy's Expected Result/Impact:** Lesson Plans, Purchase Order, Trip tracker **Staff Responsible for Monitoring:** Adminstration, Cheer Sponsor	Sept	Dec	Mar	June
	45%	60%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Julian S. Adame Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 4: Fine Arts: Julian S. Adame will create opportunities for all students to explore and participate in the arts.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Students will attend music class once a week. **Staff Responsible for Monitoring:** Administration, Music Teacher, Teacher of Record				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Establish Extra Curricular Opportunities by having a Campus Choir and a Dance Team. Students will attend a variety of district and community rallies. **Strategy's Expected Result/Impact:** Club Calendar of Practices and Performances. **Staff Responsible for Monitoring:** Administration, Music Teacher				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Julian S. Adame Elementary will provide students and all stakeholders with a safe and nurturing school environment that supports academic success.

Performance Objective 5: JS Adame will increase the safety measures at the campus by upgrading the locking mechanism for classroom doors and upgrading security measures at the entry points of campuses.

Evaluation Data Sources: Emergency Response Plan

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: 1) Install keyless door entry system with cameras to all campus where visitors will have to be buzzed in. **Strategy's Expected Result/Impact:** Campuses will be safer- Emergency Response Plan **Staff Responsible for Monitoring:** Campus Administrators District Police Dept. District Safety & Risk Dept. **Funding Sources:** - Local (199)	60%	85%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Provide students with picture IDs to be able to identify them throughout the day. **Strategy's Expected Result/Impact:** Comprehensive Need Assessment **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Student Activity 865	55%	75%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Julian S. Adame Elementary will 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: Human Resources: Julian S. Adame will maintain 100% highly qualified status for the staffing requirements of the No Child Left Behind Act (NCLB) and Every Student Succeeds Act (ESSA).

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Maintain a positive campus climate by incorporating special events such as socials, celebrations, and employee recognition. ex. Teacher Appreciation Week **Strategy's Expected Result/Impact:** A Positive Campus Climate Survey. **Staff Responsible for Monitoring:** Administration **Funding Sources:** - Local (199)	45%	70%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The campus will comply with 100% of requirements under Title IX of the Education Amendments of 1979. **Staff Responsible for Monitoring:** Administration	30%	65%	95%	100%

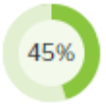
Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: All staff will be trained on the Title IX Education Amendment which states "No person in the United States shall, in the basis of sex , be excluded from participation in, be denied the benefits of, or be subjected to discrimination. **Strategy's Expected Result/Impact:** Agenda & Sign-In Sheet **Staff Responsible for Monitoring:** Administration & HR Director	40%	75%	95%	100%

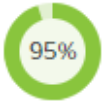
0% No Progress 100% Accomplished Continue/Modify Discontinue

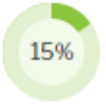
Goal 5: Julian S. Adame Elementary will follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

Performance Objective 2: Technology Department: Julian S. Adame will provide all classrooms, labs, and instructional areas with the necessary equipment to utilize and integrate technology into daily instruction along with offices to ensure proper daily operations.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Maintain and purchase instructional technology programs and equipment (printers) for the classrooms, offices and building to carry out effective classroom instruction and daily operations. **Strategy's Expected Result/Impact:** Technology Star Chart, Technology Inventory/survey **Staff Responsible for Monitoring:** Principal, Librarian, Teachers, Lab Manager and Secretary **Funding Sources:** - Local (199) - 23.6395.00.118 - $3,000, - Title I (211),				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Each grade level will present an end of the year drive-by parades, powerpoint/video presentations to the parents and students at each assembly of campus events throughout the year. **Strategy's Expected Result/Impact:** Final Projects presented at each assembly. **Staff Responsible for Monitoring:** Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: All staff will be provided with training on Google Classroom, Class Dojo, District Technology Symposium, and Zoom to ensure integration of Technology. All trainings will be done based on a district timeline and deadline. **Strategy's Expected Result/Impact:** Walkthroughs Lesson Plans Sign In Sheets **Staff Responsible for Monitoring:** Need a MTT				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: All staff will participate in the District Technology Advancement Analysis. **Strategy's Expected Result/Impact:** 100% Staff Participation Survey Monkey Results Google Forms Campus Data Review **Staff Responsible for Monitoring:** Principal	30%	50%	95%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: 5) Students will be able to compete at Robotics competitions for Science and Technology (STEM) and pay fees and dues **Strategy's Expected Result/Impact:** purchase order, receiving ticket **Staff Responsible for Monitoring:** Administration, Sponsors **Funding Sources:** - Local (199), - Title IV 289	15%	65%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Julian S. Adame Elementary will 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: Custodial Department: Julian S. Adame will ensure that 100% of the facility is clean to an optimal hygiene level and maintain an environment that is conducive for learning.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Purchase necessary items, furniture and supplies to ensure a clean and organized environment. **Strategy's Expected Result/Impact:** Safe and Clean Facility **Staff Responsible for Monitoring:** Principal **Funding Sources:** , - Local (199)	20%	50%	95%	100%

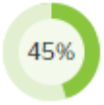
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Routinely inspect the facility to ensure supplies are provided to students. **Staff Responsible for Monitoring:** Administration & Custodial Staff	40%	50%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Julian S. Adame Elementary will 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 4: Transportation Department: Julian S. Adame will ensure that the district's bus routes arrive on time to drop off students.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will ensure that all students unload in an orderly manner and load the buses in a timely and orderly manner. **Strategy's Expected Result/Impact:** Campus Procedures/Routines **Staff Responsible for Monitoring:** Administration & Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Communicate with transportation via e-mail on issues arising with transportation. **Strategy's Expected Result/Impact:** Attendance reports (daily) **Staff Responsible for Monitoring:** Administration				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Julian S. Adame Elementary will 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 5: Maintenance Department: Julian S. Adame will ensure that all maintenance work orders are placed and carried out.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: The campus will periodically review outstanding work orders and projects to ensure that the campus is adequately maintained for daily operations. **Staff Responsible for Monitoring:** Head Custodian, Campus Secretary & Administration	35%	60%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The campus will periodically review outstanding work orders and projects to ensure that the campus is adequately maintained for daily operations. **Strategy's Expected Result/Impact:** The campus will periodically review outstanding work orders on HVAC (Air Conditioning/Heating), Fire alarms, Intercom, and hallway clocks. **Staff Responsible for Monitoring:** Head Custodian, Campus Secretary & Administration	40%	70%	90%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Julian S. Adame Elementary will 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 6: Expenditures: JS Adame will expect 100% of all allocated funds in all supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.

HB3 Goal

Evaluation Data Sources: Campus budget and expenditure reports.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Provide funds to purchase teacher office supplies, technology supplies, shredders, printers, electrical whole punchers, and equipment of furniture for the different campus departments from warehouse/approved vendors. Provide refreshments and materials for all training. **Strategy's Expected Result/Impact:** Supplies and Materials **Staff Responsible for Monitoring:** Administrators, Teachers, **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** **Funding Sources:** 199 - Local (199) - 23.6399.00.118 - $6,000, - Title III (263) - $3,000, - Title IV 289 - $600	50%	70%	90%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Fixed Assets, Computer replacements, laptops, data projectors, filing cabinets, chairs. **Strategy's Expected Result/Impact:** Campus Needs Assessment **Staff Responsible for Monitoring:** Administration	55%	65%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Reimburse staff for travel and/or mileage for any and all required related activities (i.e. professional conferences, trainings, etc.) **Strategy's Expected Result/Impact:** Travel Paperwork **Staff Responsible for Monitoring:** Administration	45%	55%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: Julian S. Adame Elementary 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: DLPAC and CLPAC: Julian S. Adame will maintain 100% of the required members in both the District and Campus Level and Advisory Committee to oversee all improvement activities at least 5 times per year.

HB3 Goal

Evaluation Data Sources: Surveys, parent meeting logs, phone calls

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Elect campus and district advisory committee members **Strategy's Expected Result/Impact:** Sign-In sheets and voting ballots **Staff Responsible for Monitoring:** Administration	45%	65%	95%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: The campus will hold meetings once per six weeks to encourage communication with the campus, grade level leads via e-mails, social media, etc...(refreshments will be served) **Strategy's Expected Result/Impact:** Sign-In sheets, Minutes **Staff Responsible for Monitoring:** Administration and time recorders (to email minutes to staff members on a timely manner). **Funding Sources:** - Local (199)	40%	60%	95%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Meetings will be announced in a timely manner to encourage 100% participation from the committee **Strategy's Expected Result/Impact:** Email Notices & Sign In Sheets **Staff Responsible for Monitoring:** Principal--Chair person	40%	55%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: Julian S. Adame Elementary 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: Campus Communication: Julian S. Adame will maintain clear and consistent communication with each department and team member of the organization (CLPAC, leads, grade level, departments, etc.)

HB3 Goal

Evaluation Data Sources: (CLPAC, leads, grade level, departments meeting agendas and sign-in sheets

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Campus will maintain clear and consistent communication with each department and team member of the organization: -CLPAC -Lead teachers -Departments -Committee leaders **Strategy's Expected Result/Impact:** Signing Sheets Agendas **Staff Responsible for Monitoring:** Campus Administration Committee chairs **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 3.1 - **TEA Priorities:** Connect high school to career and college				

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Julian S. Adame Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

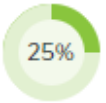
Performance Objective 3: Parental Involvement: Julian S. Adame will increase in the number of volunteers and parent attendance at campus meetings and events.

HB3 Goal

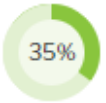
Evaluation Data Sources: Virtual meetings, Phone calls

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: Review, revise, and implement, school/parent compacts to develop a strong school/family partnership. **Strategy's Expected Result/Impact:** Sign-In Sheets, Meeting Agendas, and zoom meetings **Staff Responsible for Monitoring:** Parental Involvement Director, Parent Educator, Principal				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2: Identify and provide assistance and support to parents of struggling students so they may improve in areas of academics, attendance, and discipline. **Strategy's Expected Result/Impact:** Student Rosters,, Parent Contact Lists, Sign-In Sheets, Meeting Agendas **Staff Responsible for Monitoring:** Parental Involvement Director, Parent Educator, Principal				

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3: Build parents' capacity by providing them with training and workshops in a variety of topics throughout the year such as: Nutrition classes, computer classes, ESL classes, GED classes, parent workshops, Math Symposium, etc. **Strategy's Expected Result/Impact:** Sign-In Sheets, Agendas, Evaluations **Staff Responsible for Monitoring:** Parental Involvement Director, Parent Educator				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4: Provide a College Readiness Fair for parents to provide them with the tools needed to help children prepare for a college education. **Strategy's Expected Result/Impact:** Sign-In Sheets, Agendas **Staff Responsible for Monitoring:** Parental Involvement Director, Directors, Parent Educators				

Strategy 5 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5: Provide parents with information on Title-I program and requirements at the campus level. **Strategy's Expected Result/Impact:** Sig-In Sheets, Agendas, Evaluations **Staff Responsible for Monitoring:** Parental Involvement Director, Parent Educator, Principal	20%	100%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6: Recognize parent volunteers for their service and support throughout the year. **Strategy's Expected Result/Impact:** Sign-In Sheets, Agendas, Invitation **Staff Responsible for Monitoring:** Administration & Parent Educators	20%	45%	95%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7: Purchase materials, general supplies and resources needed to carryout classes for parents and perform duties. **Strategy's Expected Result/Impact:** Requisitions & POs *Revised Budget **Staff Responsible for Monitoring:** Administration	25%	55%	95%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8: The campus will host Grandparents Day, Holidays, Muffins with Mom, Cultural Diverse celebrations, and Donuts with Dad. **Strategy's Expected Result/Impact:** Increase the number of parental involvement to increase student success. **Staff Responsible for Monitoring:** Administration	40%	40%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 6: Julian S. Adame Elementary will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

Performance Objective 4: Communities in schools- Hidalgo county.

Evaluation Data Sources: Student sign in sheets, meeting agendas, rosters

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
Strategy 1: CIS site manager will be assisting all Kinder- 5th grade students that qualify to participate in the program. The site manager will be stationed at the campus for the entire school year. Site will be in need of a classroom/office to consult with students. Access to the technology will be required. **Strategy's Expected Result/Impact:** Meet campus goal. **Staff Responsible for Monitoring:** CIS Site manager, principal , Administration team	45%	60%	95%	100%

 No Progress Accomplished Continue/Modify Discontinue

Student Learning

Committee Role	Name	Position
Chairperson	Ilaria Rodriguez	3rd grade
Chairperson	Juan Hernandez	5th grade Teacher
Classroom Teacher	Marisol Muniz	5th grade Teacher
Classroom Teacher	Armando Cuellar	5th grade Teacher
Classroom Teacher	Marie I. Hernandez	4th grade Teacher
Classroom Teacher	Brenda Macias	3rd grade Teacher
Classroom Teacher	Christian Hernandez	1st grade Teacher
Classroom Teacher	Yvette Pena	Kinder Teacher
Life skill Teacher	Brenda Uribe	Life Skill Teacher
Life Skill Professional	Ilene Guevara	Life Skill Para-professional
Paraprofessional	Belinda Zamorano	Kinder Paraprofessional
Paraprofessional	Sandra De La Garza	1st grade Paraprofessional
Paraprofessional	Osbelia Madrigal	2nd grade paraprofessional
Paraprofessional	Yadira Rodriguez	2nd grade paraprofessional
School Nurse	Melissa Garcia	Nurse
Campus Secretary	Rocio Frias	campus secretary
Clerk	Imelda Gonzalez	PEIMS Clerk
Administrator	Alicia Sarmiento	Principal

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Alicia Sarmiento	Principal
Campus Secretary	Rocio Frias	Secretary
Administrator	Marissa De La Garza	Curriculum Specialist
Classroom Teacher	Leticia Calderon	Kinder Lead Teacher
Classroom Teacher	Lydia Yanez	2nd grade Lead Teacher
Counselor	Mary Ellen Castillo	Counselor
Classroom Teacher	Aida Santivanez	1st grade Lead Teacher
Classroom Teacher	Ilaria Rodriguez	3rd grade Lead Teacher
Classroom Teacher	Roberto Martinez	4th grade Lead Teacher
Classroom Teacher	Erika Lopez	5th grade Lead Teacher
Librarian	Anita Gonzalez	Campus Librarian
Classroom Teacher	Noelia Handy	PK3/4 Lead Teacher
Classroom Teacher	Frances Chapa	Life skill Teacher
Parent	Aissa Mendez	Parent

Perception

Committee Role	Name	Position
Chairperson	Lydia Yanez	2nd grade Teacher
Chairperson	Anita Gonzalez	Librarian
Classroom Teacher	Vita Tijerina	5th grade Teacher
Classroom Teacher	Annessa Salinas	2nd grade Teacher
Classroom Teacher	Alicia De La Garza	2nd grade Teacher
Classroom Teacher	Gloria Cruz	2nd grade Teacher
Classroom Teacher	Anjelica Alejandro	2nd grade Teacher
Classroom Teacher	Monica Jimenez	1st grade Teacher
Classroom Teacher	Raquel Sebastian	Kinder Teacher
Classroom Teacher	Claudia Lara	PK3 Teacher
Paraprofessional	Maria Trevino	Life Skill Para-professional
Paraprofessional	Belinda Munoz	PK4 Paraprofessional
Paraprofessional	Maria Gallegos	PK4 Paraprofessional
Paraprofessional	Maria Meza	Kinder Paraprofessional
Paraprofessional	San Juanita Pacheco	1st grade Paraprofessional
Security Guard	Timothy Finch	Security Guard
Administrator	Alicia Sarmiento	Principal

School Progress

Committee Role	Name	Position
Chairperson	Noelia Handy	PK4 Teacher
Chairperson	Marissa De La Garza	Curriculum Specialist
Classroom Teacher	Frances Chapa	Life Skill Teacher
Classroom Teacher	Olga Campos	Kinder Teacher
Classroom Teacher	Leticia Calderon	Kinder Teacher
Classroom Teacher	Clarissa Lopez	1st grade Teacher
Classroom Teacher	Cristina Flores	1st grade Teacher
Classroom Teacher	Ruby Balderas	3rd grade Teacher
Classroom Teacher	Jesus Hernandez	5th grade Teacher
Paraprofessional	Juan Llanas	Life Skill Para-professional
Paraprofessional	Berenice Ramirez	Kinder Paraprofessional
Paraprofessional	Teresa Vining	Kinder Paraprofessional
Paraprofessional	Melissa Trevino	1st grade Paraprofessional
Paraprofessional	Frances Castaneda	1st grade Paraprofessional
Paraprofessional	Monica Reyes	2nd grade Teacher
Paraprofessional	Karen Rocha	2nd grade paraprofessional
Classroom Teacher	Alexa R. Cuellar	Music Teacher
Coach	Jose M. Cruz	PE Coach
Coach	Javier Reyna	PE Coach
Coach Assistant	Cynthia Garza	PE Coach Assistant
Administrator	Alicia Sarmiento	Principal

Campus Funding Summary

State Comp.(164)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	2	6		9100	$0.00
2	1	4			$0.00
2	1	13			$3,000.00
				Sub-Total	$3,000.00
				Budgeted Fund Source Amount	$8,934.00
				+/- Difference	$5,934.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	1	7		11.6291.00.118.11	$1,500.00
1	1	12	list of resources	11.6269.00.118	$18,000.00
1	3	2			$0.00
1	3	4			$0.00
1	3	7			$0.00
2	1	4			$0.00
2	1	8			$0.00
2	1	9			$200.00
2	1	13			$0.00
2	1	14			$0.00
3	1	1	College ready materials	289.11.6399	$5,000.00
3	1	3			$0.00
3	1	4			$0.00
3	1	7	Admission slip booklets	11.6498	$300.00
4	5	1			$0.00
5	1	1			$0.00
5	2	1		23.6395.00.118	$3,000.00

Local (199)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	5			$0.00
5	3	1			$0.00
5	6	1	199	23.6399.00.118	$6,000.00
6	1	2			$0.00
				Sub-Total	$34,000.00
				Budgeted Fund Source Amount	$5,313.00
				+/- Difference	-$28,687.00

Title I (211)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
1	1	6			$0.00
1	1	10	resources/supplies	11.6399.00.118	$9,000.00
1	2	5			$0.00
2	1	4		11.6399.00.118.24.0.00	$20,276.00
2	1	8			$0.00
2	1	13			$1,000.00
2	1	14		11.6118.00.118.24.0.TT	$8,640.00
2	1	14		11.6141.00.118.24.0.TT	$125.00
4	2	2			$0.00
5	2	1			$0.00
				Sub-Total	$39,041.00
				Budgeted Fund Source Amount	$20,576.00
				+/- Difference	-$18,465.00

Migrant (212)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	4			$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$580.00
				+/- Difference	$580.00

Teacher/Principal (255)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	TASA Conference registration, session schedules, and receipts		$3,000.00
1	1	6	TASA Conf	TASA Conf	$1,400.00
				Sub-Total	$4,400.00
				Budgeted Fund Source Amount	$1,400.00
				+/- Difference	-$3,000.00

Title III (263)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	6			$7,500.00
2	1	4		11.6399.00.118	$6,000.00
2	1	13			$0.00
5	6	1			$3,000.00
				Sub-Total	$16,500.00
				Budgeted Fund Source Amount	$14,000.00
				+/- Difference	-$2,500.00

Student Activity 865					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4			$0.00
2	1	8			$0.00
2	1	9			$0.00
3	1	2			$1,600.00
3	1	4		289	$0.00
4	1	5			$0.00
4	5	2			$0.00
				Sub-Total	$1,600.00
				Budgeted Fund Source Amount	$14,000.00
				+/- Difference	$12,400.00

Library Account (898)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2			$0.00
1	3	5			$0.00

Library Account (898)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$670.87
				+/- Difference	$670.87

Title IV 289					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	13			$1,000.00
4	1	1			$1,000.00
4	1	4			$0.00
5	2	5			$0.00
5	6	1			$600.00
				Sub-Total	$2,600.00
				Budgeted Fund Source Amount	$4,000.00
				+/- Difference	$1,400.00
				Grand Total Budgeted	$69,473.87
				Grand Total Spent	$101,141.00
				+/- Difference	-$31,667.13

Addendums

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format — A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report — When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct — The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report — The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation — Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents — If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying — If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline — A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Section 5

2021-22

Report of Violent or Criminal Incidents on Campuses

January 9, 2023 17:07

TEXAS EDUCATION AGENCY

District Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	A-PARTICIPATION	A01	DISTRICT CUMULATIVE YEAR END ENROLLMENT	14,436
			A02	DISTRICT DISCIPLINE POPULATION	1,947
			A03	DISTRICT DISCIPLINE RECORD COUNT	6,983
		B-DISCIPLINE DATA TRENDS	B01	COUNT OF STUDENTS EXPELLED TO JJAEP	N/A
			B02	MANDATORY EXPULSIONS TO JJAEP	N/A
			B03	DISCRETIONARY EXPULSIONS TO JJAEP	N/A
			B04	COUNT OF STUDENTS EXPELLED	N/A
			B05	MANDATORY EXPULSIONS	N/A
			B06	DISCRETIONARY EXPULSIONS	N/A
			B07	COUNT OF STUDENTS REMOVED TO A DAEP	295
			B08	MANDATORY DAEP REMOVALS	264
			B09	DISCRETIONARY DAEP REMOVALS	81
			B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	1,553
			B13	STUDENTS SUSPENDED OUT OF SCHOOL	1,021
		C-JJAEP EXPULSIONS	C04	HISPANIC/LATINO	N/A
		D-EXPULSION ACTIONS	C11	HISPANIC/LATINO	N/A
		E-DAEP PLACEMENTS	C16	ASIAN	N/A
			C18	HISPANIC/LATINO	341
			C20	TWO OR MORE RACES	N/A
			C21	WHITE	N/A
		F-OUT OF SCHOOL SUSPENSIONS	C23	ASIAN	N/A
			C25	HISPANIC/LATINO	2,335
			C27	TWO OR MORE RACES	N/A
			C28	WHITE	12
		G-IN SCHOOL SUSPENSIONS	C30	ASIAN	N/A
			C32	HISPANIC/LATINO	4,254
			C34	TWO OR MORE RACES	N/A
			C35	WHITE	N/A
		H-SPEC. ED. JJAEP EXPULSIONS	D03	NON SPEC. ED. EXPULSIONS TO JJAEP	N/A
		I-SPEC. ED. EXPULSIONS	D06	NON SPEC. ED. EXPULSIONS	N/A
		J-SPEC. ED. DAEP PLACEMENTS	D07	SPEC. ED. STUDENTS IN DAEP PLACEMENT	46
			D08	SPEC. ED. DAEP PLACEMENTS	56
			D09	NON SPEC. ED. DAEP PLACEMENTS	
		K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	169
			D11	SPEC. ED. OUT OF SCHOOL SUSPEN	431

			D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	1,920
		L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	208
			D14	SPEC. ED. IN SCHOOL SUSPEN	577
			D15	NON SPEC. ED. IN SCHOOL SUSPEN	3,690
		M-ECO. DISADV. JJAEP PLACEMENTS	E01	ECO. DISAD. STUDENTS EXPELLED TO JJAEP	N/A
			E02	ECO. DISAD. EXPULSION TO JJAEP	N/A
		N-ECO. DISADV. EXPULSIONS	E05	ECO. DISAD. STUDENTS EXPELLED	N/A
			E06	ECO. DISAD. EXPULSIONS	N/A
		O-ECO. DISADV. DAEP PLACEMENTS	E09	ECO. DISAD. STUDENTS PLACED IN DAEP	291
			E10	ECO. DISAD. DAEP PLACEMENTS	340
			E11	NON ECO. DISAD. DAEP PLACEMENTS	N/A
		P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	1,004
			E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	2,309
			E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	42
		Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	1,524
			E18	ECO DISAD. IN SCHOOL SUSPENSIONS	4,202
			E19	NON ECO DISAD. IN SCHOOL SUSPENSIONS	65
		R-AT RISK JJAEP PLACEMENTS	F01	AT RISK STUDENTS EXPELLED TO JJAEP	N/A
			F02	AT RISK EXPULSION TO JJAEP	N/A
			F03	NON AT RISK EXPULSION TO JJAEP	N/A
		S-AT RISK EXPULSIONS	F05	AT RISK STUDENTS EXPELLED	N/A
			F06	AT RISK EXPULSIONS	N/A
			F07	NON AT RISK EXPULSIONS	N/A
		T-AT RISK DAEP PLACEMENTS	F09	AT RISK STUDENTS PLACED IN DAEP	262
			F10	AT RISK DAEP PLACEMENTS	308
			F11	NON AT RISK DAEP PLACEMENTS	23
			F12	UNKNOWN AT RISK STATUS DAEP PLACEMENTS	14
		U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	918
			F14	AT RISK OUT OF SCHOOL SUSPEN	2,138
			F15	NON AT RISK OUT OF SCHOOL SUSPEN	123
			F16	UNKNOWN AT RISK STATUS OUT OF SCH SUS	90
		V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	1,399
			F18	AT RISK IN SCHOOL SUSPENSIONS	3,963
			F19	NON AT RISK IN SCHOOL SUSPENSIONS	189
			F20	UNKNOWN AT RISK STATUS IN SCH SUS.	115
		W-REASON INCIDENT COUNTS	G02	02-CONDUCT PUNISHABLE AS A FELONY	N/A
			G04	04-CONTROLLED SUBSTANCE/DRUGS	160
			G05	05-ALCOHOL VIOLATION	N/A
			G07	07-PUBLIC LEWDNESS/INDCT EXPOSURE	N/A
			G09	09-TITLE 5 FELONY - OFF CAMPUS	N/A
			G10	10-NON-TITLE 5 FELONY-OFF CAMPUS	N/A
			G21	21-VIOLATED LOCAL CODE OF CONDUCT	3,677

			G22	22-CRIMINAL MISCHIEF	N/A
			G26	26-TERRORISTIC THREAT	N/A
			G27	27-ASSAULT-DISTRICT EMPLOYEE	19
			G28	28-ASSAULT-NONDISTRICT EMPLOYEE	57
			G30	30-AGG ASSAULT-NONDIST EMPLOYEE	N/A
			G35	35-FALSE ALARM/FALSE REPORT	N/A
			G36	36-FELONY CONTROLLED SUBS VIOLAT	N/A
			G41	41-FIGHTING/MUTUAL COMBAT	224
			G59	59-SERIOUS MISBEHAV WHILE IN DAEP	N/A
		X-DISCIPLINE ACTION COUNTS	H02	02-EXPULSION W/PLCEMNT IN A JJAEP	N/A
			H05	05-OUT-OF-SCHOOL SUSPENSION	1,490
			H06	06-IN-SCHOOL SUSPENSION	2,366
			H07	07-PLCEMENT IN ON/OFF CAMPUS DAEP	339
			H08	08-CONT OTHER DIST DAEP PLACEMENT	N/A
			H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	861
			H26	26-PART DAY IN-SCHOOL SUSPEND	1,901
			H27	27-SEE THE LONG DESCRIPTION COLMN	N/A
			H28	28-SEE THE LONG DESCRIPTION COLMN	10

N/A indicates counts or percentages are not available (i.e., masked) to comply with the Family Educational Rights and Privacy Act (FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.

January 16, 2023 10:00

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	DONNA H S 108902001	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	2058
				A02	CAMPUS DISCIPLINE POPULATION	458
				A03	CAMPUS DISCIPLINE RECORD COUNT	1733
			B-DISCIPLINE DATA TRENDS	B01	COUNT OF STUDENTS EXPELLED TO JJAEP	N/A
				B02	MANDATORY EXPULSIONS TO JJAEP	N/A
				B03	DISCRETIONARY EXPULSIONS TO JJAEP	N/A
				B04	COUNT OF STUDENTS EXPELLED	N/A
				B05	MANDATORY EXPULSIONS	N/A
				B06	DISCRETIONARY EXPULSIONS	N/A
				B07	COUNT OF STUDENTS REMOVED TO A DAEP	106
				B08	MANDATORY DAEP REMOVALS	96
				B09	DISCRETIONARY DAEP REMOVALS	32
				B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	369
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	254
			C-JJAEP EXPULSIONS	C04	HISPANIC/LATINO	N/A
			D-EXPULSION ACTIONS	C11	HISPANIC/LATINO	N/A
			E-DAEP PLACEMENTS	C18	HISPANIC/LATINO	N/A
				C21	WHITE	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	632
				C28	WHITE	N/A
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	N/A
				C35	WHITE	N/A
			H-SPEC. ED. JJAEP EXPULSIONS	D03	NON SPEC. ED. EXPULSIONS TO JJAEP	N/A
			I-SPEC. ED. EXPULSIONS	D06	NON SPEC. ED. EXPULSIONS	N/A
			J-SPEC. ED. DAEP PLACEMENTS	D07	SPEC. ED. STUDENTS IN DAEP PLACEMENT	12
				D08	SPEC. ED. DAEP PLACEMENTS	15
				D09	NON SPEC. ED. DAEP PLACEMENTS	113
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	5[illegible]
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	138
				D12	NON SPEC. ED. OUT OF SCHOOL	504

					SUSPEN	
			L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	51
				D14	SPEC. ED. IN SCHOOL SUSPEN	172
				D15	NON SPEC. ED. IN SCHOOL SUSPEN	786
			M-ECO. DISADV. JJAEP PLACEMENTS	E01	ECO. DISAD. STUDENTS EXPELLED TO JJAEP	N/A
				E02	ECO. DISAD. EXPULSION TO JJAEP	N/A
			N-ECO. DISADV. EXPULSIONS	E05	ECO. DISAD. STUDENTS EXPELLED	N/A
				E06	ECO. DISAD. EXPULSIONS	N/A
			O-ECO. DISADV. DAEP PLACEMENTS	E09	ECO. DISAD. STUDENTS PLACED IN DAEP	106
				E10	ECO. DISAD. DAEP PLACEMENTS	128
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	248
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	634
				E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	356
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	937
				E19	NON ECO DISAD. IN SCHOOL SUSPENSIONS	21
			R-AT RISK JJAEP PLACEMENTS	F01	AT RISK STUDENTS EXPELLED TO JJAEP	N/A
				F02	AT RISK EXPULSION TO JJAEP	N/A
				F03	NON AT RISK EXPULSION TO JJAEP	N/A
			S-AT RISK EXPULSIONS	F05	AT RISK STUDENTS EXPELLED	N/A
				F06	AT RISK EXPULSIONS	N/A
				F07	NON AT RISK EXPULSIONS	N/A
			T-AT RISK DAEP PLACEMENTS	F09	AT RISK STUDENTS PLACED IN DAEP	89
				F10	AT RISK DAEP PLACEMENTS	108
				F11	NON AT RISK DAEP PLACEMENTS	12
				F12	UNKNOWN AT RISK STATUS DAEP PLACEMENTS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	225
				F14	AT RISK OUT OF SCHOOL SUSPEN	566
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	28
				F16	UNKNOWN AT RISK STATUS OUT OF SCH SUS	48
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	321
				F18	AT RISK IN SCHOOL SUSPENSIONS	861
				F19	NON AT RISK IN SCHOOL SUSPENSIONS	52
				F20	UNKNOWN AT RISK STATUS IN SCH SUS.	45

			W-REASON INCIDENT COUNTS	G02	02-CONDUCT PUNISHABLE AS A FELONY	N/A
				G04	04-CONTROLLED SUBSTANCE/DRUGS	64
				G09	09-TITLE 5 FELONY - OFF CAMPUS	N/A
				G10	10-NON-TITLE 5 FELONY-OFF CAMPUS	N/A
				G21	21-VIOLATED LOCAL CODE OF CONDUCT	779
				G22	22-CRIMINAL MISCHIEF	N/A
				G27	27-ASSAULT-DISTRICT EMPLOYEE	N/A
				G28	28-ASSAULT-NONDISTRICT EMPLOYEE	21
				G30	30-AGG ASSAULT-NONDIST EMPLOYEE	N/A
				G36	36-FELONY CONTROLLED SUBS VIOLAT	N/A
				G41	41-FIGHTING/MUTUAL COMBAT	54
				G59	59-SERIOUS MISBEHAV WHILE IN DAEP	N/A
			X-DISCIPLINE ACTION COUNTS	H02	02-EXPULSION W/PLCEMNT IN A JJAEP	N/A
				H05	05-OUT-OF-SCHOOL SUSPENSION	397
				H06	06-IN-SCHOOL SUSPENSION	477
				H07	07-PLCEMENT IN ON/OFF CAMPUS DAEP	127
				H08	08-CONT OTHER DIST DAEP PLACEMENT	N/A
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	245
				H26	26-PART DAY IN-SCHOOL SUSPEND	481
				H27	27-SEE THE LONG DESCRIPTION COLMN	N/A

"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.

January 12, 2023 14:00

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	DONNA NORTH H S 108902007	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	2160
				A02	CAMPUS DISCIPLINE POPULATION	521
				A03	CAMPUS DISCIPLINE RECORD COUNT	1941
			B-DISCIPLINE DATA TRENDS	B01	COUNT OF STUDENTS EXPELLED TO JJAEP	N/A
				B02	MANDATORY EXPULSIONS TO JJAEP	N/A
				B04	COUNT OF STUDENTS EXPELLED	N/A
				B05	MANDATORY EXPULSIONS	N/A
				B07	COUNT OF STUDENTS REMOVED TO A DAEP	109
				B08	MANDATORY DAEP REMOVALS	97
				B09	DISCRETIONARY DAEP REMOVALS	24
				B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	365
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	355
			C-JJAEP EXPULSIONS	C04	HISPANIC/LATINO	N/A
			D-EXPULSION ACTIONS	C11	HISPANIC/LATINO	N/A
			E-DAEP PLACEMENTS	C16	ASIAN	N/A
				C18	HISPANIC/LATINO	119
				C21	WHITE	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C23	ASIAN	N/A
				C25	HISPANIC/LATINO	845
				C28	WHITE	N/A
			G-IN SCHOOL SUSPENSIONS	C30	ASIAN	N/A
				C32	HISPANIC/LATINO	961
				C35	WHITE	N/A
			H-SPEC. ED. JJAEP EXPULSIONS	D03	NON SPEC. ED. EXPULSIONS TO JJAEP	N/A
			I-SPEC. ED. EXPULSIONS	D06	NON SPEC. ED. EXPULSIONS	N/A
			J-SPEC. ED. DAEP PLACEMENTS	D07	SPEC. ED. STUDENTS IN DAEP PLACEMENT	24
				D08	SPEC. ED. DAEP PLACEMENTS	27
				D09	NON SPEC. ED. DAEP PLACEMENTS	94
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	5
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	172

				D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	678
			L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	47
				D14	SPEC. ED. IN SCHOOL SUSPEN	140
				D15	NON SPEC. ED. IN SCHOOL SUSPEN	826
			M-ECO. DISADV. JJAEP PLACEMENTS	E01	ECO. DISAD. STUDENTS EXPELLED TO JJAEP	N/A
				E02	ECO. DISAD. EXPULSION TO JJAEP	N/A
			N-ECO. DISADV. EXPULSIONS	E05	ECO. DISAD. STUDENTS EXPELLED	N/A
				E06	ECO. DISAD. EXPULSIONS	N/A
			O-ECO. DISADV. DAEP PLACEMENTS	E09	ECO. DISAD. STUDENTS PLACED IN DAEP	106
				E10	ECO. DISAD. DAEP PLACEMENTS	118
				E11	NON ECO. DISAD. DAEP PLACEMENTS	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	349
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	826
				E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	24
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	362
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	953
				E19	NON ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			R-AT RISK JJAEP PLACEMENTS	F01	AT RISK STUDENTS EXPELLED TO JJAEP	N/A
				F02	AT RISK EXPULSION TO JJAEP	N/A
			S-AT RISK EXPULSIONS	F05	AT RISK STUDENTS EXPELLED	N/A
				F06	AT RISK EXPULSIONS	N/A
			T-AT RISK DAEP PLACEMENTS	F09	AT RISK STUDENTS PLACED IN DAEP	98
				F10	AT RISK DAEP PLACEMENTS	110
				F11	NON AT RISK DAEP PLACEMENTS	N/A
				F12	UNKNOWN AT RISK STATUS DAEP PLACEMENTS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	318
				F14	AT RISK OUT OF SCHOOL SUSPEN	783
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	41
				F16	UNKNOWN AT RISK STATUS OUT OF SCH SUS	26
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	328
				F18	AT RISK IN SCHOOL SUSPENSIONS	889
				F19	NON AT RISK IN SCHOOL SUSPENSIONS	43
				F20	UNKNOWN AT RISK STATUS IN SCH SUS.	34

			W-REASON INCIDENT COUNTS	G04	04-CONTROLLED SUBSTANCE/DRUGS	63
				G07	07-PUBLIC LEWDNESS/INDCT EXPOSURE	N/A
				G09	09-TITLE 5 FELONY - OFF CAMPUS	N/A
				G10	10-NON-TITLE 5 FELONY-OFF CAMPUS	N/A
				G21	21-VIOLATED LOCAL CODE OF CONDUCT	972
				G22	22-CRIMINAL MISCHIEF	N/A
				G26	26-TERRORISTIC THREAT	N/A
				G27	27-ASSAULT-DISTRICT EMPLOYEE	N/A
				G28	28-ASSAULT-NONDISTRICT EMPLOYEE	13
				G30	30-AGG ASSAULT-NONDIST EMPLOYEE	N/A
				G35	35-FALSE ALARM/FALSE REPORT	N/A
				G41	41-FIGHTING/MUTUAL COMBAT	42
			X-DISCIPLINE ACTION COUNTS	H02	02-EXPULSION W/PLCEMNT IN A JJAEP	N/A
				H05	05-OUT-OF-SCHOOL SUSPENSION	553
				H06	06-IN-SCHOOL SUSPENSION	481
				H07	07-PLCEMENT IN ON/OFF CAMPUS DAEP	117
				H08	08-CONT OTHER DIST DAEP PLACEMENT	N/A
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	297
				H26	26-PART DAY IN-SCHOOL SUSPEND	485
				H27	27-SEE THE LONG DESCRIPTION COLMN	N/A
				H28	28-SEE THE LONG DESCRIPTION COLMN	N/A

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January 16, 2023 11:42

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	DONNA EARLY COLLEGE H S 108902009	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	145
				A02	CAMPUS DISCIPLINE POPULATION	N/A
				A03	CAMPUS DISCIPLINE RECORD COUNT	N/A
			B-DISCIPLINE DATA TRENDS	B13	STUDENTS SUSPENDED OUT OF SCHOOL	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	N/A
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	N/A
				F14	AT RISK OUT OF SCHOOL SUSPEN	N/A
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	N/A
			W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	N/A
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	N/A
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	N/A

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January 25, 2023 16:48

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	3D ACADEMY 108902006	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	245
				A02	CAMPUS DISCIPLINE POPULATION	24
				A03	CAMPUS DISCIPLINE RECORD COUNT	70
			B-DISCIPLINE DATA TRENDS	B07	COUNT OF STUDENTS REMOVED TO A DAEP	11
				B08	MANDATORY DAEP REMOVALS	N/A
				B09	DISCRETIONARY DAEP REMOVALS	N/A
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	24
			E-DAEP PLACEMENTS	C18	HISPANIC/LATINO	14
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	56
			J-SPEC. ED. DAEP PLACEMENTS	D09	NON SPEC. ED. DAEP PLACEMENTS	14
			K-SPEC. ED. OUT OF SCHOOL SUS.	D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	56
			O-ECO. DISADV. DAEP PLACEMENTS	E09	ECO. DISAD. STUDENTS PLACED IN DAEP	10
				E10	ECO. DISAD. DAEP PLACEMENTS	12
				E11	NON ECO. DISAD. DAEP PLACEMENTS	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	23
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	53
				E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			T-AT RISK DAEP PLACEMENTS	F09	AT RISK STUDENTS PLACED IN DAEP	11
				F10	AT RISK DAEP PLACEMENTS	14
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	22
				F14	AT RISK OUT OF SCHOOL SUSPEN	53
				F16	UNKNOWN AT RISK STATUS OUT OF SCH SUS	N/A
			W-REASON INCIDENT COUNTS	G04	04-CONTROLLED SUBSTANCE/DRUGS	N/A
				G21	21-VIOLATED LOCAL CODE OF CONDUCT	19
				G26	26-TERRORISTIC THREAT	N/A
				G28	28-ASSAULT-NONDISTRICT EMPLOYEE	
				G41	41-FIGHTING/MUTUAL COMBAT	N/A
			X-DISCIPLINE ACTION	H05	05-OUT-OF-SCHOOL SUSPENSION	32

			COUNTS			
				H07	07-PLCEMENT IN ON/OFF CAMPUS DAEP	14
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	24

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January 12, 2023 16:22

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	A P SOLIS MIDDLE 108902045	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	800
				A02	CAMPUS DISCIPLINE POPULATION	178
				A03	CAMPUS DISCIPLINE RECORD COUNT	477
			B-DISCIPLINE DATA TRENDS	B07	COUNT OF STUDENTS REMOVED TO A DAEP	21
				B08	MANDATORY DAEP REMOVALS	N/A
				B09	DISCRETIONARY DAEP REMOVALS	N/A
				B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	171
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	28
			E-DAEP PLACEMENTS	C18	HISPANIC/LATINO	24
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	43
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	N/A
				C35	WHITE	N/A
			J-SPEC. ED. DAEP PLACEMENTS	D07	SPEC. ED. STUDENTS IN DAEP PLACEMENT	N/A
				D08	SPEC. ED. DAEP PLACEMENTS	N/A
				D09	NON SPEC. ED. DAEP PLACEMENTS	19
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	N/A
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
				D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	37
			L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	28
				D14	SPEC. ED. IN SCHOOL SUSPEN	80
				D15	NON SPEC. ED. IN SCHOOL SUSPEN	330
			O-ECO. DISADV. DAEP PLACEMENTS	E09	ECO. DISAD. STUDENTS PLACED IN DAEP	21
				E10	ECO. DISAD. DAEP PLACEMENTS	24
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	28
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	43
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	1[illegible]
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	394
				E19	NON ECO DISAD. IN SCHOOL	16

					SUSPENSIONS	
			T-AT RISK DAEP PLACEMENTS	F09	AT RISK STUDENTS PLACED IN DAEP	18
				F10	AT RISK DAEP PLACEMENTS	21
				F11	NON AT RISK DAEP PLACEMENTS	N/A
				F12	UNKNOWN AT RISK STATUS DAEP PLACEMENTS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	26
				F14	AT RISK OUT OF SCHOOL SUSPEN	40
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	N/A
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	145
				F18	AT RISK IN SCHOOL SUSPENSIONS	354
				F19	NON AT RISK IN SCHOOL SUSPENSIONS	42
				F20	UNKNOWN AT RISK STATUS IN SCH SUS.	14
			W-REASON INCIDENT COUNTS	G02	02-CONDUCT PUNISHABLE AS A FELONY	N/A
				G04	04-CONTROLLED SUBSTANCE/DRUGS	11
				G21	21-VIOLATED LOCAL CODE OF CONDUCT	299
				G22	22-CRIMINAL MISCHIEF	N/A
				G26	26-TERRORISTIC THREAT	N/A
				G27	27-ASSAULT-DISTRICT EMPLOYEE	N/A
				G28	28-ASSAULT-NONDISTRICT EMPLOYEE	N/A
				G41	41-FIGHTING/MUTUAL COMBAT	N/A
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	34
				H06	06-IN-SCHOOL SUSPENSION	256
				H07	07-PLCEMENT IN ON/OFF CAMPUS DAEP	23
				H08	08-CONT OTHER DIST DAEP PLACEMENT	N/A
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	N/A
				H26	26-PART DAY IN-SCHOOL SUSPEND	154

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January 16, 2023 10:08

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	VETERANS MIDDLE 108902046	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	942
				A02	CAMPUS DISCIPLINE POPULATION	328
				A03	CAMPUS DISCIPLINE RECORD COUNT	1523
			B-DISCIPLINE DATA TRENDS	B07	COUNT OF STUDENTS REMOVED TO A DAEP	24
				B08	MANDATORY DAEP REMOVALS	N/A
				B09	DISCRETIONARY DAEP REMOVALS	N/A
				B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	300
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	156
			E-DAEP PLACEMENTS	C18	HISPANIC/LATINO	26
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	338
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	1159
			J-SPEC. ED. DAEP PLACEMENTS	D07	SPEC. ED. STUDENTS IN DAEP PLACEMENT	N/A
				D08	SPEC. ED. DAEP PLACEMENTS	N/A
				D09	NON SPEC. ED. DAEP PLACEMENTS	24
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	21
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	30
				D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	308
			L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	27
				D14	SPEC. ED. IN SCHOOL SUSPEN	68
				D15	NON SPEC. ED. IN SCHOOL SUSPEN	1091
			O-ECO. DISADV. DAEP PLACEMENTS	E09	ECO. DISAD. STUDENTS PLACED IN DAEP	24
				E10	ECO. DISAD. DAEP PLACEMENTS	26
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	154
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	334
				E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	1158

				E19	NON ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			T-AT RISK DAEP PLACEMENTS	F09	AT RISK STUDENTS PLACED IN DAEP	22
				F10	AT RISK DAEP PLACEMENTS	24
				F11	NON AT RISK DAEP PLACEMENTS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	144
				F14	AT RISK OUT OF SCHOOL SUSPEN	311
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	16
				F16	UNKNOWN AT RISK STATUS OUT OF SCH SUS	11
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	278
				F18	AT RISK IN SCHOOL SUSPENSIONS	1118
				F19	NON AT RISK IN SCHOOL SUSPENSIONS	24
				F20	UNKNOWN AT RISK STATUS IN SCH SUS.	17
			W-REASON INCIDENT COUNTS	G04	04-CONTROLLED SUBSTANCE/DRUGS	N/A
				G05	05-ALCOHOL VIOLATION	N/A
				G21	21-VIOLATED LOCAL CODE OF CONDUCT	877
				G26	26-TERRORISTIC THREAT	N/A
				G27	27-ASSAULT-DISTRICT EMPLOYEE	N/A
				G28	28-ASSAULT-NONDISTRICT EMPLOYEE	N/A
				G41	41-FIGHTING/MUTUAL COMBAT	45
				G59	59-SERIOUS MISBEHAV WHILE IN DAEP	N/A
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	196
				H06	06-IN-SCHOOL SUSPENSION	653
				H07	07-PLCEMENT IN ON/OFF CAMPUS DAEP	26
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	142
				H26	26-PART DAY IN-SCHOOL SUSPEND	506

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January 25, 2023 16:59

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	DORA M SAUCEDA MIDDLE 108902047	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	728
				A02	CAMPUS DISCIPLINE POPULATION	184
				A03	CAMPUS DISCIPLINE RECORD COUNT	636
			B-DISCIPLINE DATA TRENDS	B07	COUNT OF STUDENTS REMOVED TO A DAEP	13
				B08	MANDATORY DAEP REMOVALS	N/A
				B09	DISCRETIONARY DAEP REMOVALS	N/A
				B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	161
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	72
			E-DAEP PLACEMENTS	C18	HISPANIC/LATINO	17
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	195
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	421
			J-SPEC. ED. DAEP PLACEMENTS	D07	SPEC. ED. STUDENTS IN DAEP PLACEMENT	N/A
				D08	SPEC. ED. DAEP PLACEMENTS	N/A
				D09	NON SPEC. ED. DAEP PLACEMENTS	15
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	N/A
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	26
				D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	169
			L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	23
				D14	SPEC. ED. IN SCHOOL SUSPEN	60
				D15	NON SPEC. ED. IN SCHOOL SUSPEN	361
			O-ECO. DISADV. DAEP PLACEMENTS	E09	ECO. DISAD. STUDENTS PLACED IN DAEP	13
				E10	ECO. DISAD. DAEP PLACEMENTS	17
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	72
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	195
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	421

			T-AT RISK DAEP PLACEMENTS	F09	AT RISK STUDENTS PLACED IN DAEP	13
				F10	AT RISK DAEP PLACEMENTS	17
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	69
				F14	AT RISK OUT OF SCHOOL SUSPEN	190
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	N/A
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	153
				F18	AT RISK IN SCHOOL SUSPENSIONS	406
				F19	NON AT RISK IN SCHOOL SUSPENSIONS	11
				F20	UNKNOWN AT RISK STATUS IN SCH SUS.	N/A
			W-REASON INCIDENT COUNTS	G04	04-CONTROLLED SUBSTANCE/DRUGS	N/A
				G21	21-VIOLATED LOCAL CODE OF CONDUCT	321
				G22	22-CRIMINAL MISCHIEF	N/A
				G27	27-ASSAULT-DISTRICT EMPLOYEE	N/A
				G28	28-ASSAULT-NONDISTRICT EMPLOYEE	N/A
				G41	41-FIGHTING/MUTUAL COMBAT	42
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	114
				H06	06-IN-SCHOOL SUSPENSION	227
				H07	07-PLCEMENT IN ON/OFF CAMPUS DAEP	17
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	81
				H26	26-PART DAY IN-SCHOOL SUSPEND	194
				H27	27-SEE THE LONG DESCRIPTION COLMN	N/A
				H28	28-SEE THE LONG DESCRIPTION COLMN	N/A

"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.

January 16, 2023 11:07

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	W A TODD MIDDLE 108902048	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	712
				A02	CAMPUS DISCIPLINE POPULATION	157
				A03	CAMPUS DISCIPLINE RECORD COUNT	428
			B-DISCIPLINE DATA TRENDS	B01	COUNT OF STUDENTS EXPELLED TO JJAEP	N/A
				B02	MANDATORY EXPULSIONS TO JJAEP	N/A
				B04	COUNT OF STUDENTS EXPELLED	N/A
				B05	MANDATORY EXPULSIONS	N/A
				B07	COUNT OF STUDENTS REMOVED TO A DAEP	12
				B08	MANDATORY DAEP REMOVALS	N/A
				B09	DISCRETIONARY DAEP REMOVALS	N/A
				B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	140
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	67
			C-JJAEP EXPULSIONS	C04	HISPANIC/LATINO	N/A
			D-EXPULSION ACTIONS	C11	HISPANIC/LATINO	N/A
			E-DAEP PLACEMENTS	C18	HISPANIC/LATINO	N/A
				C20	TWO OR MORE RACES	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	N/A
				C27	TWO OR MORE RACES	N/A
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	N/A
				C34	TWO OR MORE RACES	N/A
			H-SPEC. ED. JJAEP EXPULSIONS	D03	NON SPEC. ED. EXPULSIONS TO JJAEP	N/A
			I-SPEC. ED. EXPULSIONS	D06	NON SPEC. ED. EXPULSIONS	N/A
			J-SPEC. ED. DAEP PLACEMENTS	D07	SPEC. ED. STUDENTS IN DAEP PLACEMENT	N/A
				D08	SPEC. ED. DAEP PLACEMENTS	N/A
				D09	NON SPEC. ED. DAEP PLACEMENTS	10
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	13
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	27
				D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	9
			L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	22

				D14	SPEC. ED. IN SCHOOL SUSPEN	41
				D15	NON SPEC. ED. IN SCHOOL SUSPEN	248
			M-ECO. DISADV. JJAEP PLACEMENTS	E01	ECO. DISAD. STUDENTS EXPELLED TO JJAEP	N/A
				E02	ECO. DISAD. EXPULSION TO JJAEP	N/A
			N-ECO. DISADV. EXPULSIONS	E05	ECO. DISAD. STUDENTS EXPELLED	N/A
				E06	ECO. DISAD. EXPULSIONS	N/A
			O-ECO. DISADV. DAEP PLACEMENTS	E09	ECO. DISAD. STUDENTS PLACED IN DAEP	12
				E10	ECO. DISAD. DAEP PLACEMENTS	15
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	66
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	118
				E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	135
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	275
				E19	NON ECO DISAD. IN SCHOOL SUSPENSIONS	14
			R-AT RISK JJAEP PLACEMENTS	F01	AT RISK STUDENTS EXPELLED TO JJAEP	N/A
				F02	AT RISK EXPULSION TO JJAEP	N/A
			S-AT RISK EXPULSIONS	F05	AT RISK STUDENTS EXPELLED	N/A
				F06	AT RISK EXPULSIONS	N/A
			T-AT RISK DAEP PLACEMENTS	F09	AT RISK STUDENTS PLACED IN DAEP	11
				F10	AT RISK DAEP PLACEMENTS	14
				F11	NON AT RISK DAEP PLACEMENTS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	57
				F14	AT RISK OUT OF SCHOOL SUSPEN	102
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	17
				F16	UNKNOWN AT RISK STATUS OUT OF SCH SUS	N/A
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	129
				F18	AT RISK IN SCHOOL SUSPENSIONS	274
				F19	NON AT RISK IN SCHOOL SUSPENSIONS	15
			W-REASON INCIDENT COUNTS	G04	04-CONTROLLED SUBSTANCE/DRUGS	N/A
				G21	21-VIOLATED LOCAL CODE OF CONDUCT	273
				G27	27-ASSAULT-DISTRICT EMPLOYEE	N/A
				G28	28-ASSAULT-NONDISTRICT EMPLOYEE	N/A
				G35	35-FALSE ALARM/FALSE REPORT	N/A
				G36	36-FELONY CONTROLLED SUBS	N/A

					VIOLAT	
				G41	41-FIGHTING/MUTUAL COMBAT	16
			X-DISCIPLINE ACTION COUNTS	H02	02-EXPULSION W/PLCEMNT IN A JJAEP	N/A
				H05	05-OUT-OF-SCHOOL SUSPENSION	83
				H06	06-IN-SCHOOL SUSPENSION	221
				H07	07-PLCEMENT IN ON/OFF CAMPUS DAEP	15
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	37
				H26	26-PART DAY IN-SCHOOL SUSPEND	68
				H27	27-SEE THE LONG DESCRIPTION COLMN	N/A
				H28	28-SEE THE LONG DESCRIPTION COLMN	N/A

"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.

January 16, 2023 10:29

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	GUZMAN EL 108902102	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	437
				A02	CAMPUS DISCIPLINE POPULATION	N/A
				A03	CAMPUS DISCIPLINE RECORD COUNT	13
			B-DISCIPLINE DATA TRENDS	B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	N/A
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
			L-SPEC. ED. IN SCHOOL SUS.	D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	N/A
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	N/A
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	N/A
				F14	AT RISK OUT OF SCHOOL SUSPEN	N/A
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	N/A
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	N/A
				F18	AT RISK IN SCHOOL SUSPENSIONS	N/A
			W-REASON INCIDENT COUNTS	G04	04-CONTROLLED SUBSTANCE/DRUGS	N/A
				G21	21-VIOLATED LOCAL CODE OF CONDUCT	N/A
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	N/A
				H06	06-IN-SCHOOL SUSPENSION	N/A
				H26	26-PART DAY IN-SCHOOL SUSPEND	N/A
				H28	28-SEE THE LONG DESCRIPTION COLMN	N/A

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January 16, 2023 11:28

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	T PRICE EL 108902103	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	428
				A02	CAMPUS DISCIPLINE POPULATION	12
				A03	CAMPUS DISCIPLINE RECORD COUNT	24
			B-DISCIPLINE DATA TRENDS	B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	15
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	N/A
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
				D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	10
			L-SPEC. ED. IN SCHOOL SUS.	D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	N/A
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	15
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	N/A
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	N/A
				F14	AT RISK OUT OF SCHOOL SUSPEN	N/A
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	N/A
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	N/A
				F18	AT RISK IN SCHOOL SUSPENSIONS	N/A
				F20	UNKNOWN AT RISK STATUS IN SCH SUS.	N/A
			W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	17
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	N/A
				H06	06-IN-SCHOOL SUSPENSION	N/A
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	N/A
				H26	26-PART DAY IN-SCHOOL SUSPEND	N/A

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January 12, 2023 16:11

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	A M OCHOA EL 108902104	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	383
				A02	CAMPUS DISCIPLINE POPULATION	11
				A03	CAMPUS DISCIPLINE RECORD COUNT	18
			B-DISCIPLINE DATA TRENDS	B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	14
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	N/A
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
				D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	12
			L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	N/A
				D14	SPEC. ED. IN SCHOOL SUSPEN	N/A
				D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	N/A
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	14
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	N/A
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	N/A
				F14	AT RISK OUT OF SCHOOL SUSPEN	14
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	N/A
				F18	AT RISK IN SCHOOL SUSPENSIONS	N/A
			W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	17
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	13
				H06	06-IN-SCHOOL SUSPENSION	N/A
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	
				H26	26-PART DAY IN-SCHOOL SUSPEND	N/A

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January 25, 2023 17:15

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	RUNN VIRTUAL LEARNING ACADEMY 108902105	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	67
				A02	CAMPUS DISCIPLINE POPULATION	N/A
				A03	CAMPUS DISCIPLINE RECORD COUNT	N/A
			B-DISCIPLINE DATA TRENDS	B13	STUDENTS SUSPENDED OUT OF SCHOOL	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	N/A
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	N/A
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	N/A
				F14	AT RISK OUT OF SCHOOL SUSPEN	N/A
			W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	N/A
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	N/A

"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.

January 26, 2023 10:44

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	J W CACERES EL 108902109	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	351
				A02	CAMPUS DISCIPLINE POPULATION	N/A
				A03	CAMPUS DISCIPLINE RECORD COUNT	N/A
			B-DISCIPLINE DATA TRENDS	B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	N/A
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
			L-SPEC. ED. IN SCHOOL SUS.	D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	N/A
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	N/A
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	N/A
				F14	AT RISK OUT OF SCHOOL SUSPEN	N/A
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	N/A
				F18	AT RISK IN SCHOOL SUSPENSIONS	N/A
				F19	NON AT RISK IN SCHOOL SUSPENSIONS	N/A
			W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	N/A
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	N/A
				H06	06-IN-SCHOOL SUSPENSION	N/A

"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.

January 16, 2023 11:22

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	C STAINKE EL 108902106	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	654

"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.

January 16, 2023 10:43

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	M RIVAS EL 108902111	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	297
				A02	CAMPUS DISCIPLINE POPULATION	N/A
				A03	CAMPUS DISCIPLINE RECORD COUNT	N/A
			B-DISCIPLINE DATA TRENDS	B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	N/A
			L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	N/A
				D14	SPEC. ED. IN SCHOOL SUSPEN	N/A
				D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	N/A
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	N/A
				F18	AT RISK IN SCHOOL SUSPENSIONS	N/A
			W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	N/A
			X-DISCIPLINE ACTION COUNTS	H06	06-IN-SCHOOL SUSPENSION	N/A

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January 16, 2023 10:13

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	CAPT D SALINAS II EL 108902112	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	491
				A02	CAMPUS DISCIPLINE POPULATION	N/A
				A03	CAMPUS DISCIPLINE RECORD COUNT	10
			B-DISCIPLINE DATA TRENDS	B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	N/A
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
			L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	N/A
				D14	SPEC. ED. IN SCHOOL SUSPEN	N/A
				D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	N/A
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	N/A
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	N/A
				F14	AT RISK OUT OF SCHOOL SUSPEN	N/A
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	N/A
				F18	AT RISK IN SCHOOL SUSPENSIONS	N/A
			W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	N/A
				G41	41-FIGHTING/MUTUAL COMBAT	N/A
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	N/A
				H06	06-IN-SCHOOL SUSPENSION	N/A

"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.

January 26, 2023 10:52

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	PATRICIA S GARZA EL 108902113	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	607
				A02	CAMPUS DISCIPLINE POPULATION	15
				A03	CAMPUS DISCIPLINE RECORD COUNT	27
			B-DISCIPLINE DATA TRENDS	B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	12
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	21
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	N/A
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	11
				D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	10
			L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	N/A
				D14	SPEC. ED. IN SCHOOL SUSPEN	N/A
				D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	12
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	21
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	N/A
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	11
				F14	AT RISK OUT OF SCHOOL SUSPEN	20
				F16	UNKNOWN AT RISK STATUS OUT OF SCH SUS	N/A
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	N/A
				F18	AT RISK IN SCHOOL SUSPENSIONS	N/A
			W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	N/A
				G41	41-FIGHTING/MUTUAL COMBAT	[illegible]
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	14
				H06	06-IN-SCHOOL SUSPENSION	N/A

				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	N/A
				H26	26-PART DAY IN-SCHOOL SUSPEND	N/A

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January 26, 2023 10:57

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	MARIA ALICIA P MUNOZ EL 108902114	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	785
				A02	CAMPUS DISCIPLINE POPULATION	26
				A03	CAMPUS DISCIPLINE RECORD COUNT	45
			B-DISCIPLINE DATA TRENDS	B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	15
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	15
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	23
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	20
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	N/A
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	10
				D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	13
			L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	N/A
				D14	SPEC. ED. IN SCHOOL SUSPEN	N/A
				D15	NON SPEC. ED. IN SCHOOL SUSPEN	11
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	15
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	23
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	15
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	20
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	14
				F14	AT RISK OUT OF SCHOOL SUSPEN	22
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	N/A
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	15
				F18	AT RISK IN SCHOOL SUSPENSIONS	20
			W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	31
				G27	27-ASSAULT-DISTRICT EMPLOYEE	N
				G41	41-FIGHTING/MUTUAL COMBAT	N/A

			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	18
				H06	06-IN-SCHOOL SUSPENSION	18
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	N/A
				H26	26-PART DAY IN-SCHOOL SUSPEND	N/A
				H28	28-SEE THE LONG DESCRIPTION COLMN	N/A

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January 16, 2023 11:18

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	LE NOIR EL 108902115	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	413
				A02	CAMPUS DISCIPLINE POPULATION	N/A
				A03	CAMPUS DISCIPLINE RECORD COUNT	N/A
			B-DISCIPLINE DATA TRENDS	B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	N/A
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
			L-SPEC. ED. IN SCHOOL SUS.	D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	N/A
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
				E15	NON ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	N/A
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	N/A
				F14	AT RISK OUT OF SCHOOL SUSPEN	N/A
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	N/A
			V-AT RISK IN SCHOOL SUS.	F19	NON AT RISK IN SCHOOL SUSPENSIONS	N/A
			W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	N/A
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	N/A
				H06	06-IN-SCHOOL SUSPENSION	N/A
				H25	25-PART DAY OUT-OF-SCHOOL SUSPEND	N/A

"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.

January 12, 2023 16:28

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	DANIEL SINGLETERRY SR 108902116	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	594
				A02	CAMPUS DISCIPLINE POPULATION	N/A
				A03	CAMPUS DISCIPLINE RECORD COUNT	N/A
			B-DISCIPLINE DATA TRENDS	B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	N/A
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
			L-SPEC. ED. IN SCHOOL SUS.	D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	N/A
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	N/A
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	N/A
				F14	AT RISK OUT OF SCHOOL SUSPEN	N/A
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	N/A
				F18	AT RISK IN SCHOOL SUSPENSIONS	N/A
			W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	N/A
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	N/A
				H06	06-IN-SCHOOL SUSPENSION	N/A

"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.

January 16, 2023 10:39

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	ELOY GARZA SALAZAR EL 108902117	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	480

"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.

January 16, 2023 11:13

TEXAS EDUCATION AGENCY

Campus Level Annual Discipline Summary

PEIMS Discipline Data for 2021-2022

DISTRICT NAME AND NUMBER	CHARTER STATUS	CAMPUS NAME AND NUMBER	SECTION	HEADING	HEADING NAME	YR22
DONNA ISD 108902	TRADITIONAL ISD/CSD	JULIAN S ADAME 108902118	A-PARTICIPATION	A01	CAMPUS CUMULATIVE YEAR END ENROLLMENT	658
				A02	CAMPUS DISCIPLINE POPULATION	N/A
				A03	CAMPUS DISCIPLINE RECORD COUNT	10
			B-DISCIPLINE DATA TRENDS	B10	COUNT OF STUDENTS SUSPENDED IN SCHOOL	N/A
				B13	STUDENTS SUSPENDED OUT OF SCHOOL	N/A
			F-OUT OF SCHOOL SUSPENSIONS	C25	HISPANIC/LATINO	N/A
			G-IN SCHOOL SUSPENSIONS	C32	HISPANIC/LATINO	N/A
			K-SPEC. ED. OUT OF SCHOOL SUS.	D10	SPEC. ED. STUDENTS OUT OF SCHOOL SUS.	N/A
				D11	SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
				D12	NON SPEC. ED. OUT OF SCHOOL SUSPEN	N/A
			L-SPEC. ED. IN SCHOOL SUS.	D13	SPEC. ED. STUDENTS IN SCHOOL SUSPEN	N/A
				D14	SPEC. ED. IN SCHOOL SUSPEN	N/A
				D15	NON SPEC. ED. IN SCHOOL SUSPEN	N/A
			P-ECO. DISADV. OUT OF SCHOOL SUS.	E13	ECO. DISAD. STUDENTS OUT OF SCHOOL SUS	N/A
				E14	ECO. DISAD. OUT OF SCHOOL SUSPEN	N/A
			Q-ECO. DISADV. IN SCHOOL SUS.	E17	ECO DISAD. STUDENTS SUSPEN IN SCHOOL	N/A
				E18	ECO DISAD. IN SCHOOL SUSPENSIONS	N/A
			U-AT RISK OUT OF SCHOOL SUS.	F13	AT RISK STUDENTS OUT OF SCHOOL SUS	N/A
				F14	AT RISK OUT OF SCHOOL SUSPEN	N/A
				F15	NON AT RISK OUT OF SCHOOL SUSPEN	N/A
			V-AT RISK IN SCHOOL SUS.	F17	AT RISK STUDENTS SUSPEN IN SCHOOL	N/A
				F18	AT RISK IN SCHOOL SUSPENSIONS	N/A
			W-REASON INCIDENT COUNTS	G21	21-VIOLATED LOCAL CODE OF CONDUCT	N/A
				G41	41-FIGHTING/MUTUAL COMBAT	N/A
			X-DISCIPLINE ACTION COUNTS	H05	05-OUT-OF-SCHOOL SUSPENSION	[illegible]
				H06	06-IN-SCHOOL SUSPENSION	N/A
				H25	25-PART DAY OUT-OF-SCHOOL	N/A

					SUSPEND	

"N/A" and ranges (e.g., <10, <20) indicate counts are not available (i.e., masked) to comply with Family Educational Rights and Privacy Act(FERPA). Masked numbers are typically small, although larger numbers may be masked to prevent imputation.

Section 6

2020-21 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

Texas High School Graduates from FY2020
Enrolled in Texas Public or Independent Higher Education in FY 2021

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
HIDALGO									
	DONNA ISD								
	108902006	3D ACADEMY							
		Four-Year Public University	0						
		Two-Year Public Colleges	6	3	0	2	1	0	0
		Independent Colleges & Universities	0						
		Not Trackable	21						
		Not Found	99						
		Total High School Graduates	126						
	108902001	DONNA H S							
		Four-Year Public University	110	33	13	11	26	25	2
		Two-Year Public Colleges	82	38	9	14	5	9	7
		Independent Colleges & Universities	2						
		Not Trackable	45						
		Not Found	212						
		Total High School Graduates	451						
	108902007	DONNA NORTH H S							
		Four-Year Public University	74	20	9	10	12	22	1
		Two-Year Public Colleges	88	46	10	9	8	13	2
		Independent Colleges & Universities	0						
		Not Trackable	59						
		Not Found	240						
		Total High School Graduates	461						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Section 7

2021-22
House Bill 3
Progress

Student Outcome Goal 1

Goal 1: Percentage of 3rd grade students that meet or exceed grade level proficiency on STAAR Math will increase from **5%** to **55%** by **2026**. (Baseline measure STAAR 2021)

- **Goal 1 Progress Measure 1.1**-Percentage of 2nd grade students who meet grade level proficiency will increase from **12% to 55%** by 2026

- **Goal 1 Progress Measure 1.2**-Percentage of 1st grade students who meet grade level proficiency will increase from **8% to 55%** by 2026

- **Goal 1 Progress Measure 1.3**-Percentage of Kindergarten students who meet grade level proficiency will increase from **9% to 55%** by 2026.

Student Outcome Goal 1: Annual Targets

Math Percent at Meets or above	2021 Baseline	21-22 Target	21-22 *Actual*	22-23 Target	23-24 Target	24-25 Target	25-26 Target
3rd Grade (STAAR) Goal: 5% to 55% by 2026	5%	15%	24% +9	25%	35%	45%	55%
2nd Gr. (Imagine Math) GPM: 12% to 55% by 2026	12%	21%	33% +12	29%	38%	46%	55%
1st Gr. (Imagine Math) GPM: 8% to 55% by 2026	8%	17%	27% +10	27%	36%	46%	55%
Kinder (Imagine Math) GPM: 9% to 55% by 2026	9%	18%	23% +5	27%	37%	46%	55%

Student Outcome Goal 2

Goal 2: Percentage of 3rd grade students that meet or exceed grade level proficiency on STAAR Reading will increase from **9%** to **47%** by 2026

- **Goal 2 Progress Measure 2.1**-Percentage of 2nd grade students reading at or above grade level will increase from **31%** to **46%** by 2026
- **Goal 2 Progress Measure 2.2**-Percentage of 1st grade students reading at or above grade level will increase from **25%** to **50%** by 2026
- **Goal 2 Progress Measure 2.3**-Percentage of Kindergarten students reading at or above grade level will increase from **18%** to **48%** by 2026

Student Outcome Goal 2: Annual Targets

Reading Percent at Meets or above	2021 Baseline	21-22 Target	21-22 *Actual*	22-23 Target	23-24 Target	24-25 Target	25-26 Target
3rd Grade (STAAR) Goal: 9% to 47% by 2026	9%	17%	29% +12	24%	32%	40%	47%
2nd Gr. (Amplify mClass) GPM: 31% to 46% by 2026	31%	34%	41% +7	37%	40%	43%	46%
1st Gr. (Amplify mClass) GPM: 25% to 50% by 2026	25%	30%	42% +12	35%	40%	45%	50%
Kinder (Amplify mClass) GPM: 18% to 48% by 2026	18%	24%	56% +32	30%	36%	42%	48% +8

Student Outcome Goal 3

Goal 3: Percentage of graduates demonstrating college/career/military readiness (CCMR) will increase from **61%** to **79%** by 2026

- **Goal 3 Progress Measure 3.1**-Percentage of students meeting Texas Success Initiative (TSI) criteria in both ELA/reading and mathematics on any of the assessments (Texas Success Initiative Assessment (TSIA), SAT, ACT, College Prep Course) will increase from **8%** to **24%** by 2026

- **Goal 3 Progress Measure 3.2**-Percentage of graduates demonstrating career readiness will increase from **25%** to **55%** by 2026

Student Outcome Goal 3: Annual Targets

CCMR College, Career, Military Readiness	2021 Baseline	21-22 Target	21-22 *Actual*	22-23 Target	23-24 Target	24-25 Target	25-26 Target
CCMR Goal: 61% to 79% by 2026	61%	64%	83% +19	67%	71%	75%	79% +4
TSI Criteria (Reading & Math) GPM: 8% to 24% by 2026	8%	12%	10% -2	15%	18%	21%	24%
Career Readiness (Industry Based Certifications) GPM: 25% to 55% by 2026	25%	31%	76% +45	37%	43%	49%	55% +21

Board Self-Constraints 2 & 3

Board Self Constraint 2: Shall not fail to report the year end school board CEC hours on an annual basis and ensure to report at the September board meeting.

Board Self Constraint 3: Shall not fail to have the annual TEAM of 8 training

Board Self-Constraint #2 Report

TASB Required Training

Board Member	Cybersecurity	Post-Legislative Updates	Child Abuse Prevention	Evaluation & Improving Outcomes	Team Building	Additional CEC Hours
David De Los Rios	✓	✓	✓	✓	✓	5
Jose Valdez	✓	✓	✓	✓	✓	22
Fernando Castillo	✓	✓	✓	✓	✓	34
Dr. Maricela Valdez	✓	✓	✓	✓	✓	9
Col. Robert Perez	✓	✓	✓	✓	✓	5
Eva Watts	✓	✓	✓	✓	✓	15
Jose Reyna	✓	✓	✓	✓	✓	23

Texas Education Agency

2022 College, Career, and Military Readiness
DONNA ISD (108902) - HIDALGO COUNTY

Calculation Table

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	965	
Total credit for CCMR criteria	650	67%

Data Table

	Annual Graduates	
	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	109	11%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	243	25%
Met TSI assessment criteria	218	23%
Met ACT criteria	17	2%
Met SAT criteria	5	1%
Earned credit for a college prep course	24	3%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	124	13%
Met TSI assessment criteria	113	12%
Met ACT criteria	16	2%
Met SAT criteria	0	0%
Earned credit for a college prep course	9	1%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	76	8%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	349	36%
Industry-Based Certifications		
Earned an industry-based certification from approved list	383	40%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	15	2%
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	10	1%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	163	17%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	34	4%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	55	6%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency

2022 College, Career, and Military Readiness

DONNA H S (108902001) - DONNA ISD - HIDALGO COUNTY

Calculation Table

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	444	
Total credit for CCMR criteria	333	75%

Data Table

	Annual Graduates	
	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	62	14%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	122	28%
Met TSI assessment criteria	107	24%
Met ACT criteria	12	3%
Met SAT criteria	0	0%
Earned credit for a college prep course	15	3%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	72	16%
Met TSI assessment criteria	61	14%
Met ACT criteria	11	3%
Met SAT criteria	0	0%
Earned credit for a college prep course	9	2%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	25	6%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	194	44%
Industry-Based Certifications		
Earned an industry-based certification from approved list	195	44%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	4	1%
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	10	2%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	46	10%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	20	5%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	28	6%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency

2022 College, Career, and Military Readiness

DONNA NORTH H S (108902007) - DONNA ISD - HIDALGO COUNTY

Calculation Table

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	436	
Total credit for CCMR criteria	290	67%

Data Table

	Annual Graduates	
	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	47	11%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	119	27%
Met TSI assessment criteria	109	25%
Met ACT criteria	5	1%
Met SAT criteria	5	1%
Earned credit for a college prep course	9	2%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	52	12%
Met TSI assessment criteria	52	12%
Met ACT criteria	5	1%
Met SAT criteria	0	0%
Earned credit for a college prep course	0	0%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	48	11%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	155	36%
Industry-Based Certifications		
Earned an industry-based certification from approved list	169	39%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	11	3%
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	117	27%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	11	3%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	21	5%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

Texas Education Agency

2022 College, Career, and Military Readiness

3D ACADEMY (108902006) - DONNA ISD - HIDALGO COUNTY

Calculation Table

	Annual Graduates	
	Count Credit	Percentage
Total		
Total graduates	85	
Total credit for CCMR criteria	27	32%

Data Table

	Annual Graduates	
	Count Credit	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	0	0%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	2	2%
Met TSI assessment criteria	2	2%
Met ACT criteria	0	0%
Met SAT criteria	-	-
Earned credit for a college prep course	-	-
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	0	0%
Met TSI assessment criteria	0	0%
Met ACT criteria	0	0%
Met SAT criteria	-	-
Earned credit for a college prep course	-	-
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	3	4%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	0	0%
Industry-Based Certifications		
Earned an industry-based certification from approved list	19	22%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	3	4%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	6	7%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

2021–22 Texas Academic Performance Report (TAPR) Glossary

Cover Page

2022 Accountability Rating: The overall rating earned by the district or campus for 2022.

2022 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local educational agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda

State Performance Plan and Annual Performance Report: https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance

Methodology for RDA and SPP/APR:

2022 RDA Manual: https://tea.texas.gov/sites/default/files/2022-rda-manual.pdf

FFY 2022 SPP/APR Methodology: https://sites.ed.gov/idea/spp-apr-letters?selected-category=&selected-year=&state=Texas

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: https://rptsvr1.tea.texas.gov/idea/index.html

RDA Data Reports: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports

2022 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(districts serving grades 10–12):* Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

2021–22 Texas Academic Performance Report (TAPR) Glossary

Performance

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2022/masking.html.

STAAR Performance (2021–22)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

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End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2022 Accountability Manual* for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the *2022 Accountability Manual* for more information.

2021–22 Texas Academic Performance Report (TAPR) Glossary

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit*. Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c),

through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual(EB) Students/English Learner (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

STAAR Participation (2021–22)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
  - *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
  - *Other Exclusions.* The following answer documents were excluded from performance calculations:
    - Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
    - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
    - Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Data source: STAAR and TELPAS File)

Attendance, Graduation, and Dropout Rates (2021–22)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present during the 2020–21 school year}}{\textbf{total number of days that students in grades 1–12 were in membership during the 2020–21 school year}}$$

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\textbf{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2020–21 school year}}{\textbf{total number of K–12 students enrolled for at least 10 days during the 2020–21 school year}}$$

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2020–21 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2020–21 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 9–12 during the 2020–21 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2020–21 school year}}$$

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Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2020–21* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the *2022 Accountability Manual (Data source: PEIMS 40203, 40110, 42400, and 42500)*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2016–17. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2020.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2015–16. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2019.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2017–18 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2017–18 but takes 5 years to graduate (i.e., graduates in May 2022) is still part of the 2021 cohort; he or she is not switched to the 2022 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2021. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

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4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2021 for the 2021 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2021}}{\textbf{number of students in the 2021 cohort*}}$$

(2) *Received TxCHSE:* For the 2021 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2021. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2021}}{\textbf{number of students in the 2021 cohort*}}$$

(3) *Continued High School:* The percentage of the 2021 cohort still enrolled as students in the fall after his or her anticipated graduation.. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\textbf{number of students in the 2021 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2021–22 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\textbf{number of students in the 2021 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2021 cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021}}{\textbf{number of students in the 2021 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021 plus number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\text{number of students in the 2021 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2021, for the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021}}{\text{number of students in the 2020 cohort*}}$$

(2) *Received TxCHSE:* For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2021}}{\text{number of students in the 2020 cohort*}}$$

(3) *Continued High School:* The percentage of the 2020 cohort still enrolled as students in the fall of the **2021–22** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\text{number of students in the 2020 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2020 cohort who dropped out and did not return by the fall of the **2021–22** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\text{number of students in the 2020 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021}}{\text{number of students in the 2020 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021 plus number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\text{number of students in the2020 cohort*}}$$

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2021, for the 2019 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2021}}{\text{number of students in the 2019 cohort*}}$$

(2) *Received TxCHSE:* For the 2019 cohort, the percentage who received a TxCHSE certificate by August 31, 2021. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2021}}{\text{number of students in the 2019 cohort*}}$$

(3) *Continued High School:* The percentage of the 2019 cohort still enrolled as students in the fall of the **2021–22** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\text{number of students in the 2019 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2019 cohort who dropped out and did not return by the fall of the **2021–22** school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2021–22 school year}}{\textbf{number of students in the 2019 cohort*}}$$

(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021}}{\textbf{number of students in the 2019 cohort*}}$$

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2021 plus number of students from the cohort who received a TxCHSE by August 31, 2021 plus number of students from the cohort who were enrolled in the fall of the 2021–22 school year}}{\textbf{number of students in the 2019 cohort*}}$$

* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

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(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2017–18. They are followed through their expected graduation with the Class of 2021. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2021}}{\textbf{number of students in the 2021 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2016–17. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2020. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2021}}{\textbf{number of students in the 2020 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2015–16. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2019. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2021}}{\textbf{number of students in the 2019 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2020–21 (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)*

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Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2021) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2021 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2021 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2021 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2021 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2021 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2021 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2021 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2020-21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2020-21 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2020-21 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

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FHSP-E Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2020–21 who earn an FHSP-E}}{\textbf{number of graduates in SY 2020–21 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2020–21who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2020–21with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2020–21) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2020–21 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2020–21 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2021. See the Texas Education Data Standards for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2021–22)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2020–21are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

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Special Education: The population of students served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR*)

$$\frac{\textbf{number of students in the 2020–21 school year eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "Emergent Bilingual", "English learner" and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). *(Data source: PEIMS 40100)*

$$\frac{\textbf{number of students in the 2020–21 school year considered as at risk}}{\textbf{total number of students}}$$

College, Career, or Military* Readiness (CCMR) (2021–22)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2021, SAT and ACT results through the July 2021 administration, and course completion data via TSDS PEIMS. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: PEIMS 40100)*

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*

8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: PEIMS 40203 and 40110)*

9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

10) ***Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: PEIMS 40203)*

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2020 and 2021 annual graduates is included for indicators displaying military readiness.*

2021–22 Texas Academic Performance Report (TAPR) Glossary

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness.*

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness.*

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. *(Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	**or**	>=480 on the Evidence-Based Reading and Writing (EBRW)	**or**	>=19 on English **and** >= 23 Composite	**or**	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**or**	Complete and earn credit for mathematics college prep course

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Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
		Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
	Combination	Score ≥ 945 on the ELAR CRC on the TSIA2	AND		Score ≥ 5 on the TSIA1 essay	
		OR				
		Score < 945 on the ELAR CRC on the TSIA2	AND	Score ≥ 5 on the diagnostic on the TSIA2	AND	Score ≥ 5 on the TSIA1 essay
Mathematics	TSIA1	Score ≥ 350 on Mathematics				
	TSIA2	Score ≥ 950 on the Mathematics CRC				
		OR				
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

English Language Arts.

$$\frac{\textbf{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA}}{\textbf{number of 2020-21 annual graduates}}$$

Mathematics.

$$\frac{\textbf{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics}}{\textbf{number of 2020-21 annual graduates}}$$

Both Subjects.

$$\frac{\textbf{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics}}{\textbf{number of 2020-21 annual graduates}}$$

Any Subject.

number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

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number of 2020-21 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

number of 2020-21 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

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number of 2020-21 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation.. *(Data source: PEIMS 40100)*

number of 2020-21 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

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number of 2020-21 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

number of 2020-21 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

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number of 2020-21 annual graduates

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

number of 2020-21 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

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number of 2020-21 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the *2022 Accountability Manual*. *(Data source: PEIMS 48011)*

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$$\frac{\text{number of 2020-21 annual graduates who earned an approved industry-based certification}}{\text{number of 2020-21 annual graduates}}$$

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate *(Data source: THECB)*

$$\frac{\text{number of 2020-21 annual graduates who earned a level I or level II certificate}}{\text{number of 2020-21 annual graduates}}$$

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the *2022 Accountability Manual*. *(Data source: PEIMS 40203)*

$$\frac{\text{number of 2020-21 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2020-21 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced degree plan and identified as a current special education student *(Data source: PEIMS 40203 and 42401)*

$$\frac{\text{number of 2020-21 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2020-21 annual graduates}}$$

CCMR-related Indicators (2021–22)

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 *(Data source: THECB and PEIMS 40203)*

English Language Arts.

$$\frac{\text{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2020-21 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2020-21 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2020-21 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2020-21 annual graduates}}$$

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Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: PEIMS 43415)*

English Language Arts.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

number of 2020-21 annual graduates

Mathematics.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2020-21 annual graduates

Both Subjects.

number of 2020-21 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2020-21 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations or the International Baccalaureate's (IB) examinations. *(Data source: College Board and IB)*

All Subjects

number of students in grades 11 & 12 in the 2020-21 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies

number of students in grade 11 & 12 in the 2020-21 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

2021–22 Texas Academic Performance Report (TAPR) Glossary

All Subjects

$$\frac{\text{number of 11th and 12th graders in the 2020-21 school year with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based on each student's highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

$$\frac{\text{number of 2020-21 graduates who took either the SAT or the ACT}}{\text{number of 2020-21 graduates reported}}$$

(2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

$$\frac{\text{number of 2020-21 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2020-21 graduates reported}}$$

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2020-21 graduates who took the SAT}}{\text{number of 2020-21 graduates who took the SAT}}$$

(2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2020-21 graduates who took the SAT}}{\text{number of 2020-21 graduates who took the SAT}}$$

(3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2020-21 graduates who took the SAT}}{\text{number of 2020-21 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

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Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

(1) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

(2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

(3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

(4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2020-21 graduates who took the ACT}}{\text{number of 2020-21 graduates who took the ACT}}$$

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: *(Data source: PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2020-21}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2020-21}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2020-21}}$$

Science

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one science course in 2020-21}}$$

Social Studies

$$\frac{\text{number of students in grades 9–12 in 2020-21 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one social studies course in 2020-21}}$$

(Data source: PEIMS 43415)

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: PEIMS 40100, 40203, and 42400)*

$$\frac{\text{number of in 2020-21 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of in 2020-21 annual graduates}}$$

Students who completed CTE coherent sequence courses are included when comparing 2019-20 results to 2020-21. *(Data source: THECB)*

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\text{number of graduates during the 2019-20 school year who attended a public or independent college or university in Texas in the following academic year}}{\text{number of graduates during the 2019-20 school year}}$$

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Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included. *(Data source: THECB)*

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2021–22)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–20, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 29, 2021).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

(Data source: PEIMS 40100 and TEA Student Assessment Division)

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Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Learner" (EL) and "Emergent Bilingual" (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2021–22, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term "homeless children and youths" —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2021–22 school year considered as at risk}}{\textbf{total number of students}}$$

(Data source: PEIMS 40110)

Student by Instructional Program: The count and percentage of students served in programs and/or courses for bilingual/ESL education, gifted and talented education, or special education. The

percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2020–21}}{\textbf{number of students who were in membership at any time during the 2020–21 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rates: The percentage of students enrolled in fall 2020–21 who did not return to the same campus in the fall of 2021–22. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2020–21 that was no longer active in 2021–22. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2020 – number of students who returned in fall 2021}}{\textbf{number of students enrolled in fall 2020}}$$

Retention Rates by Grade*:* The percentage of students in Texas public schools who enrolled in fall 2021 in the same grade in which they were reported for the last six-week period of the prior school year (2020–21).

$$\frac{\textbf{the number of students enrolled in the same grade from one school year to the next}}{\textbf{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in Grade-Level Retention in Texas Public Schools, 2020–21, available from TEA. *(Data source: PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the PEIMS Student Leaver Data.

> *Percent of Underreported Students.* Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2020–21 the end of the school-start window was September 25, 2021)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2020–21 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2021–22)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

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Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs*. (Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

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Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2020–21 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22. It is calculated as the total FTE count of teachers from the fall of 2020–21 who were not employed in the district in the fall of 2021–22, divided by the total teacher FTE count for the fall of 2020–21. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

Staff Exclusions *(not on campus profile):* The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. *(Data source: PEIMS 30055 and 30060)*

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Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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Appendix A
Advanced Academic Courses

- All courses shown were for the 2019–20 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN

12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSNESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III

03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESGN II
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED

A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL

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I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH

03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU

03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE &CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN

03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

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Appendix B
PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004.....Assistant/Associate/Deputy Superintendent
027.....Superintendent/CAO/CEO/President
061.....Asst/Assoc/Deputy Exec Director
062.....Component/Department Director
063.....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003.....Assistant Principal
020.....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012.....Instructional Officer
028.....Teacher Supervisor
040.....Athletic Director
043.....Business Manager
044.....Tax Assessor and/or Collector
045.....Director - Personnel/Human Resources
055.....Registrar
060.....Executive Director

PROFESSIONAL SUPPORT STAFF

002 .....Art Therapist
005 .....Psychological Associate
006.....Audiologist
007.....Corrective Therapist
008.....Counselor
011 .....Educational Diagnostician
013.....Librarian
015.....Music Therapist
016.....Occupational Therapist
017.....Certified Orientation & Mobility Specialist
018.....Physical Therapist
019 .....Physician
021.....Recreational Therapist
022.....School Nurse
023.....LSSP/Psychologist
024.....Social Worker
026.....Speech Therapist/Speech-Lang Pathologist
030.....Visiting Teacher/Truant Officer
032.....Work-Based Learning Site Coordinator
041.....Teacher Facilitator
042.....Teacher Appraiser
054.....Department Head
056.....Athletic Trainer
058.....Other Campus Professional Personnel
064.....Specialist/Consultant

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065.....Field Service Agent
079.....Other ESC Professional Personnel
080.....Other Non-Campus Professional Personnel
100..... Instructional Materials Coordinator
101..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor
105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary
115.....Psychiatric Nurse
116.....Licensed Clinical Social Worker
117.....Licensed Professional Counselor
118.....Licensed Marriage & Family Therapist

TEACHERS

087.....Teacher
047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide
036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.