

Donna Independent School District
A.P. Solis Middle School
2023-2024 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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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Our campus expectations reveal quality instructional opportunities and experiences to develop all learners to be self-reliant, responsible contributors in our global community. Data reveals that through implementing the mentioned programs and intervention methods currently in place at A.P. Solis, low-performing students continue to show steady gains. It is through constant teamwork, action plans, differential classroom strategies, classroom structures, organization input, and analyzing data that we aim to continue 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 and closing gap

Reading

- Reading tutoring to help in addressing learning loss and closing gap
- 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 be 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 allowed to participate in all academic extra-curricular activities.
- Discipline referrals have increased from last year, as has our enrollment and student-to-teacher ratio. Discipline efforts encourage and motivate students to join a campus group (Leadership class).
- Increase opportunities for other elective classes to attract others not inclined 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 the educational gap of students
- Camps and tutorials that target students' needs

CSF5 - FAMILY AND COMMUNITY ENGAGEMENT

- More community involvement such as speaker assemblies for students and parents. We need more Parent Volunteers
- Monetary Resources for functions
- Community needs to invest more in our children's 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

ENROLLMENT

Enrollment numbers have decreased in 7th and 8th grades over the last 2 years. 6th graders have remained about the same. From last year 7th and 8th grades have decreased by about 30 students.

Enrollment numbers show there has been a decrease in 7th and 8th grades over the last 2 years. 6th graders have remained about the same. Since last year 7th and 8th grades have both decreased by about 30 students.

School Population (2022 - 2023 Summer PEIMS file loaded 06/11/2023)

Student Total

6th Grade

7th Grade

8th Grade

Student Demographics (2022 - 2023 Summer PEIMS file loaded 06/11/2023)

Gender

Female	361	47.19%
Male	404	52.81%

Ethnicity

Hispanic-Latino	760	99.35%
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Race

American Indian - Alaskan Native	1	0.13%
Asian	0	0.00%
Black - African American	0	0.00%
Native Hawaiian - Pacific Islander	0	0.00%
White	4	0.52%
Two-or-More	0	0.00%

Student Programs (2022 - 2023 Summer PEIMS file loaded 06/11/2023)

CTE Attendance	44	5.75%
Gifted and Talented	50	6.54%
Pregnancy Related Services	0	0.00%
Regional Day School Program for the Deaf	1	0.13%
Section 504	51	6.67%
Special Education (SPED)	89	11.63%

Bilingual/ESL

Emergent Bilingual (EB)	425	55.56%
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Student Programs (2022 - 2023 Summer PEIMS file loaded 06/11/2023)	Count	Percent
Standard or Alternative Bilingual/ESL	422	55.16%
Dual Language Immersion/One-Way	0	0.00%
Dual Language Immersion/Two-Way	0	0.00%
Dyslexia		
Dyslexia Indicator Code	20	2.61%
Dyslexia Risk Code	0	0.00%
Dyslexia Services Code	20	2.61%
Title 1 Part A		
Schoolwide Program	765	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

ETHNICITY

6th grade: 218 Hispanic 1 White

7th grade: 227 Hispanic 1 White

8th grade: 255 Hispanic 1 white

SPECIAL PROGRAMS

ESL: 6th-117 7th-128 8th-143 GT: 6th-18 7th-8 8th-2
 504: 6th-12 7th-15 8th-17 SE: 6th-22 7th-26 8th-24
 Mig: 6th-15 7th-13 8th-16 IMM: 6th-6 7th-9 8th-2

There are more 8th graders in ESL, 504, GT, and Migrant. 7th grade is underrepresented in GT and Migrants.

Certain programs show a downward trend such as ESL and 504. Other programs have gone up and down by a few students.

Last year we had 1 Sp Ed student who met the Exit criteria in ESL. The student is in Adv classes and is successful. We also exited 2 students from our 504 programs who were no longer in need of services and were successful in all classes.

We have 546 students currently enrolled who are At Risk. The main At Risk categories are: ESL, STAAR (unsatisfactory performance in any subject and grade level), and McKinney-Vento (homeless). Other At-Risk categories are: Not advancing a grade level, Did not maintain a grade of 70 or more in 2 core subjects, Currently on parole or probation, Custody or care of CPS (current year), Parent or Guardian incarcerated, and placed in DAEP.

MIGRANT

Our migrant students served by the migrant education program are children and youth ages 0-21 years old whose families work in the agriculture/fisheries industries and who often move across the school districts and state lines several times within 12-36 months following the various crops by season. At AP Solis migrant populations are composed of students 6-8 grade, ages 11-15. Our migratory students come from low socioeconomic status. Migratory families

live in substandard colonias where many lack the necessities.

Our migratory population increased over the last year after several years of decreased population. Some migratory students live in substandard conditions.

STAFF

We currently have 55 Teaching Professionals and 10 Paraprofessionals. We have 26 Males and 29 Females. Paraprofessionals are 5 Males and 5 Females.

RATIOS: Teaching/student ratios vary depending on grade level, core subject, and elective.

All teachers are certified in their content area. All ELAR have their ESL certifications.

Solis is an A Rated Campus.

NEEDS

-We need programs to give students instructional support.

-CT classes

-Smaller Class sizes

SUMMARY OF NEEDS

We need more educational programs to support and reduce some demographics related to Student Success so they may graduate college, career, and military readiness.

Demographics Strengths

1. Low core teacher turnover rate.
2. All student populations are given the opportunity to enroll in HS credit courses.
3. Engagement and involvement in student learning.
4. A high percentage of minority teachers are representative of student demographics.
5. Teachers are highly qualified to teach in their content area.
6. An environment that is structured and conducive to student learning.
7. Stability in the areas of administration, teacher, and discipline.
8. Teacher retainment above 90%.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Decrease in funding to address instructional needs within some groups. **Root Cause:** The higher number of transfers contributes to the loss of funding for the campus.

Problem Statement 2 (Prioritized): 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 all grade levels.

Problem Statement 3 (Prioritized): 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

Student Achievement data refers to the annual and longitudinal reviews from varied formal and informal data sources. These data provide insights into the degree to which students acquire the knowledge and skills expected for each grade level and course of study. Data is disaggregated, and teachers utilize Aware to target and teach specific needs/weaknesses and students needing intervention. Teachers create Plans of Action every six weeks 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.

Over the past couple of years, data by gender has been comparative. The performance of our Special Populations and our LEP population to the General Population indicates they score below that average. Truant students are the lowest performing of the entire population due to a lack of instruction attributed to absenteeism.

Also, data indicate that the Special Ed and LEP populations score lower than non-LEP or children without learning disabilities. Truant students are the lowest performing of the entire population due to a lack of instruction attributed to absenteeism.

	Summarized Results STAAR Spring 2023						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Solis Middle School	687	27	2328	53.47%	77.42%	49.67%	15.77%
Economic Disadvantage	645	26	2320	52.72%	76.59%	48.28%	14.42%
Hispanic	684	27	2328	53.45%	77.37%	49.67%	15.73%
White	3	29	2303	57.51%	87.50%	50%	25%
Currently Emergent Bilingual	380	25	2280	49.83%	72.05%	40.65%	10.73%
First Year of Monitoring	5	43	2943	83.97%	100%	100%	83.33%
Fourth Year of Monitoring	6	34	1780	66.04%	100%	75%	33.33%
Third Year of Monitoring	1	34	3453	68.12%	100%	100%	33.33%
Special Ed Indicator	63	19	2083	38.84%	43.29%	18.90%	3.66%

Image Caption

The special education population has seen consistent progress and growth in student performance over the years in all subjects. The co-teaching model has been a leading force behind student success. (the co-teaching model continues to be beneficial in all content areas as the support provided allows for intensive instruction, reteaching, enrichment, and

support for students of all demographics. Longer class periods in all subjects have allowed extensions of lessons and have provided more time for practice and review).

Students who are progressing academically attend classes and participate in their daily learning. Students who extend their knowledge by joining school clubs, sports, band, UIL, dance, etc., develop a self-management system. This requires students to remain motivated to do their best in classes or take the risk of no longer participating in extracurricular activities. Students across special populations succeed academically, but attendance and participation remain the key to progress. A significant reason for student progress and continued success is the clear mission of the school, which is to help each student maintain academic success in learning and personal growth. The retention of school faculty and staff creates a consistent environment and culture.

NEEDS

N1: All classrooms need at least four working student computers with a black and white printer

N2: Wifi infrastructure, both on-campus and community towers, need stronger signals.

N3: Require Technology Applications in 6th and 7th grade

N4: More in-depth technology training to achieve mastery of instructional technology and instructional hardware

N5: Need for color printers and also more memory of computer labs and library computers and if not, then more frequent updates from technology to erase the memory

N6: Design and revise curriculum to align to produce more content-specific engaging activities.

N7: Restructure classroom setup to become technology device friendly (outlet locations, furniture, power sources, computer drops, mounted projectors, access points)

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Student Learning Strengths

S1: All content areas have Technology Baseline equipment (SmartBoard, Laptop, Projector, document camera) in the classroom

S2: Students have virtual access to library resources

S3: Three computer labs with printing access available

S4: Library Resource center with printing access available

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Special populations including LEP, SPED, and MIGRANT perform below the general population. **Root Cause:** Gaps exist with the reading levels of incoming middle school students.

Problem Statement 2 (Prioritized): Reading is the area with the least amount of growth. **Root Cause:** Reading level gaps are more than one year. Guided Reading is not available to assist with basic reading skills.

School Processes & Programs

School Processes & Programs Summary

TEACHER PERFORMANCE

Faculty meetings, Eduphoria, lap forms, action plans, previous years' scores, bundles scores, TTESS, and walk-through feedback. Teacher performance is provided to teachers at department-level meetings, director meetings, and training. Instructional lead teacher walk-through feedback.

RECRUITMENT

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 supports 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 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 introducing 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 on Sheltered Instruction, AVID, PLCs, 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 integrate instructional support. A.P. Solis Middle School selects internal applicants who are already employed with the school district and who demonstrate to our administration and faculty that they are highly qualified and effective staff who are experienced in working with our students.

STAFF ASSIGNMENTS

A.P. Solis is focused on student needs, and teachers represent a broad range of experience and skills.

Teachers are assigned to the highest-need students based on teacher experience and certification. A.P. Solis has committed to dedicating time to the master schedule and for Administration to support the retention of dedicated staff. Our professional development schedule provides staff the opportunity and support to learn and focus on campus and curriculum initiatives.

TEACHER MENTOR PROGRAM

Mentoring opportunities allow new teachers to learn from veteran teachers

100% High Qualified Staff Professional Development opportunities, Academic Coordinator/ support specialist, New Teacher Mentoring Program, shared common department conference times, and administrator walk-throughs. Creating a positive work environment centered on student learning will help retain staff. Implementing the mentor program at A.P. Solis will increase student performance and teacher effectiveness. The teacher mentor program at A.P. Solis allows novice teachers to gain confidence and awareness of how the school system works.

NEW STAFF SUPPORT

New teachers are observed by mentors, strategists, administration, and instructional lead teachers and meet weekly with their assigned team for planning. New teachers are assigned a mentor teacher to ensure support is provided.

The new staff is supported with mentor programs, professional development, and teaming opportunities.

A.P. Solis is committed to helping new teachers by using the following data to improve professional learning, staff surveys, Campus department, faculty meeting discussions, CLPAC, and Professional assessment data.

BUILDING CAPACITY

Teachers are afforded the opportunity to explore context through professional development sponsored through other entities and future training to expand rigor. A Professional Development schedule provides staff with the opportunity and support to learn and focus on campus and curriculum initiatives. Teachers are given outside professional training, teachers get certified vouchers in technology. Teachers have learned diverse technology platforms to assist students and find ways to reach them. Continued focus areas include Sheltered instruction, Avid, Professional Learning Communities, Inclusion Support models for special education, technology, and quality instruction.

Teachers complete online vector trainings for continuous professional growth and school safety measures.

PROFESSIONAL DEVELOPMENT

A.P. Solis uses collective data on student performance, staff surveys, technology surveys, school climate, T-TESS, feedback from the departments as well as from CLPAC and walk-throughs for professional development needs. Administrators determine professional development based on student data and the need for academic and professional growth.

A.P. Solis is committed to helping 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 T-TESS data will ensure staff retention, quality, and support.

A.P. Solis is committed to helping teachers by using the following data to improve professional learning. Implementation is monitored via staff surveys, faculty meeting discussions, CLPAC, and data Professional Development need assessment. The staff has attended GT, Safety, Title VII, Title IX, TELPAS, STAAR, Child Abuse, Bullying, and RTI. This year teachers attended Technology Training for Google Classroom and other technology platforms, like Edgenuity, Nearpod, Edpuzzle, Kami, and RTI.

Donna ISD supports its staff by offering professional development and instructional lead teachers to help guide instruction. Although, in its infancy, the Social Studies department keeps its department abreast on the most current information and resources available.

The district also provides online Vector trainings for staff to complete, implementation of professional development is monitored by administration walk-throughs, observations, and lesson plans.

COMMUNITY

The activities provided for Parents are meetings such as Title I, Part A, Parent Learning Academies, and Highly Raising Capable Kids district-wide.

Parents sessions provided for parents are Financial Literacy, Behavioral Health Solutions sessions on Mental Health, Coping Skills, Bullying, Vaping and Drug Awareness and Stress in the Family.

Health Classes are also provided to parents such as Nutrition classes from Texas A&M, and Agri-Life Expanded Food Nutrition Education.

All parents and community members are “Welcome” and invited to be involved in school events and activities. The Parents that are involved are those that are concerned about their child’s education and that are active parents in their child’s academics.

Trends and patterns that have been identified are the same parents who are active in their child’s education are the same that are involved in the school parental involvement events.

Families and Community members are involved in school decision-making by being part of the DLPAC, LPAC, and CLPAC and also feedback from parental surveys. Presentations are done by SHAC to help out in making decisions. To encourage healthy family relationships different services are available such as Nutrition Classes, Health Solutions, Health Awareness, and Parenting Skills.

Communication is accomplished through Parent Newsletters, Class Dojo, School Facebook, and Parents' personal emails. Campus Newsletters, flyers, letters, and trainings are available for parents in Spanish.

Some of the community partnerships that exist to support families and students are the following: Behavioral Health Solutions, Nuestra Clinica, Better Living for Texans, Agri-Life Expanded Food Nutrition Education, Texas A&M Family Health.

PROGRAM EVALUATIONS

Donna ISD has developed a comprehensive curriculum. Every department has a director with strategists that evaluate current TEKS and data to modify curriculum and diagnostic exams to provide adequate instruction to ensure student success in state exams. The district also provides and encourages teachers in the development of district exams and curriculum. Teachers develop teacher-made assessments based on individual-based scores and have input on bundles during curriculum writing. Teachers are encouraged to use exit tickets to evaluate individual students while given the authority to create the TEK-aligned exit ticket to their specificity.

Donna ISD Directors and Strategists monitor the curriculum by assessing STAAR Scores, bundles, and interim assessments to renew the curriculum based on student needs and scores that are provided via eduphoria and LAP forms.

DECISION-MAKING

At DISD every campus has a CLPAC composed of members from every department that voices concerns and/or comments on topics set forth by the district and/ or principal. Teachers also have a voice at faculty meetings, Planning Learning Communities, and surveys. The Instructional Lead Team at A.P. Solis serves as a voice for teachers in decision-making and school policies.

The committee meets to address the needs of both students and the campus. Committee members voice concerns and provide recommendations on behalf of non-members. In turn, recommendations presented by committee members are considered when making decisions.

NEEDS

- Performance-based stipend
- Projectors on the ceiling to facilitate learning
- New Copiers
- color printers
- Program to reinforce Social Studies TEKS for all grade levels, to be used in labs (like imagine math and I- Station)
- Better Attendance and grades to align
- more student desktops; some don't work and are outdated
- mouses for laptops

SUMMARY OF NEEDS

A.P. Solis is committed to helping teachers by using the following data to improve professional learning. Staff surveys and or feedback, Campus department, faculty discussions, CLPAC, and Professional development needs assessment data. Evaluations of professional development implementation and teacher T-TESS data will ensure staff retention and equality.

To meet the needs listed above administration can allocate finances for performance-based stipends and social studies stipends. The administration can work with the main office to locate funds for PPE needed for the learning and safety of students and staff. Administration can call on directors for help in finding and purchasing, with their social studies district funds, online social studies programs for World History, Texas History, and U.S. History. Brain Pop does not cover many important TEKS.

School Processes & Programs Strengths

- Highly qualified staff
- Retention rate within the state average
- Little to no turnover rate/ teachers who leave retire
- Staff members receive ongoing professional development through campus/ district initiatives
- New Teacher mentoring programs
- Common Conference time for departments
- Administrative walk-through feedback allows for growth
- new platforms of technology
- increased school safety with trainings and new security measures/ red key
- PLC Professional Learning Communities
- Parent Contact increased
- the abundance of parent surveys to communicate with parents
- Students use technology to learn
- more home visits

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Morale is low among the staff. **Root Cause:** Reduction of funding in addition to the reduction of staff contributes to less individualized support for students.

Perceptions

Perceptions Summary

MISSION

Solis's mission is to prepare all students to be college and career ready through a safe and challenging educational experience. This is demonstrated in multiple ways: through the courses provided for our students, such as Investigating Careers, a requirement for all 8th graders, AVID, and Guided Reading courses. Investigating Careers allows 8th-grade students the opportunity to explore their options after post-secondary education; AVID supports those options by teaching and developing skills that will make them successful throughout their schooling and in their careers; Guided Reading is for those students who did not meet reading grade-level expectations the year before. Elective teachers support content by utilizing computer labs and chosen apps by the department. This sets our vision, tone, and high expectations for all students.

PERCEPTION

Students perceive the school as being superior to other campuses across the district. Students feel proud to be part of the best campus. Whereas some students feel that the school is too strict compared to other Donna schools and other schools in the valley, others appreciate the discipline and order to help them achieve academic success and feel safer. Compared to the students, staff can feel overwhelmed with paperwork (TIA, surveys from different district departments). In school, the classroom's climate expectations differ from those that occur in the hallways. Both students and staff have expressed wanting more positive reinforcements for significant events such as pep rallies or parades and for testing. Students and staff express a need for mental breaks during the school day. Compared to other schools, the staff knows that the climate at A.P Solis, in general, is a safer place to work, and Administration plays a huge role in making teachers feel that way here.

STUDENTS AND TEACHERS' EXPECTATIONS

Students: Most of our students believe that academic expectations are set too high; they feel it is unfair to be expected to succeed in their classes and master state exams to be promoted to the next grade level.

Students appreciate the high standards and expectations set on the school campus. Academically, a majority of the students accept working hard for the grades that are achieved throughout the year. Some students remain satisfied with any grade received and/or believe they deserve higher grades without earning them. STAAR academic expectations have caused many students to stress, develop anxiety, and feel overwhelmed, mostly during testing throughout the year.

Behavioral: Students feel our campus is too strict.

Students have come to appreciate the level of behavioral expectation as it allows them to feel comfortable in a non-threatening environment where others' misbehavior is condoned. This year, students have appreciated the adjustments to the student dress code. They have maintained reasonable compliance and appreciated incentives such as no-uniform days and snacks throughout the year as a result of good behavior.

Extracurricular: Students feel they need more options for electives. Students complain they never get the electives they choose.

Students have different opportunities to participate in extracurricular activities. Several sports are offered, including dance, choir, theater arts, leadership, art, and AVID. Before/After school clubs such as the Student Council, Library Ambassadors, and Fellowship of Christian Athletes (FCA) are also offered.

Teachers: This is parallel to the teachers' academic expectations, especially with the limited time given to teach ELAR. It is impossible to scaffold for our special pops, emergent bilinguals, and 504/RTI students and teach what is academically expected in the limited time.

The expectations of teachers are ever-growing, as are the responsibilities in the classroom. Based on the current schedule, time is limited during lessons. Student class size remains high with a student-teacher ratio. Student population levels remain challenging, specifically with special education students, 504 students, and emergent bilinguals. Restrictive

schedules create unbalanced classroom demographics.

Behavioral: Having clear expectations increases students' confidence and improves academic performance.

Teachers maintain a consistent and firm set of expectations as a campus culture. They remain diligent in implementing rules, policies, and protocols to promote student success in the classroom.

Extracurricular: We need more options for electives.

Teachers prefer having more options for teaching and student learning. At one point in time, high school credit classes were offered, such as English I, Biology I, Career Investigations (during the year), and Principles of Law.

EXTRACURRICULAR ACTIVITIES

Students involved in extracurricular activities are typically those who have support from home. This is because being involved in extracurricular activities means getting dropped off early and picked up late. Most of our student-base rides the bus, so participating in activities after or before school is not possible for them.

Students who can be a part of such activities typically perform well academically to meet the UIL requirements of "No Pass, No Play." These students try to avoid trouble, although it's not completely the case with all. Extracurricular activities place high expectations on the students in their academics and behavior.

FACILITIES AND CLIMATE

It has been brought to our attention by the students that the building needs renovations on the following: ceiling tiles, the crack on the walls/floors, and roof leakage every time it rains. The impact that the facilities have on the culture and climate is negative; students get distracted by these cracks in the walls and dripping ceilings. They feel like they're in a rundown school and don't take pride in the physical aspects of their school because of it. For example, students have referred to other schools they've visited during sporting events as "nice and luxurious" simply because their ceilings are intact and they don't have the wind whistling through the cracks of the walls and floors. With that said, students take pride in the school's culture thanks to the constant positive reinforcement and collaborative efforts of faculty and administrators.

TECHNOLOGY

Teachers welcome the opportunity to enhance teaching and learning with technology but become frustrated by the time needed to create/implement an effective lesson plan.

Teachers have had more experience and practice with the Google Apps—Classroom, Forms, and Docs---and feel comfortable using them. Although apps are seldom used due to time restrictions, teachers have the desire to use apps they are better trained at. When the district switches between different apps year after year, it restricts teachers from learning the apps well enough to be able to use them effectively.

BUILDING

It has been brought to our attention by the students that the building needs renovations on the following: ceiling tiles, the crack on the walls/floors, and roof leakage every time it rains. The impact that the facilities have on the culture and climate is negative; students get distracted by these cracks in the walls and dripping ceilings. They feel like they're in a rundown school and don't take pride in the physical aspects of their school because of it. For example, students have referred to other schools they've visited during sporting events as "nice and luxurious" simply because their ceilings are intact and they don't have the wind whistling through the cracks of the walls and floors. With that said, students take pride in the school's culture, thanks to the constant positive reinforcement and collaborative efforts of faculty and administrators.

Both students and staff express their concern over the physical state of the school campus. Students are aware of the age of the school but are not able to understand why parts of the school continue to experience water leaks throughout the year. Students see water-damaged ceiling tiles throughout classrooms and details of the campus. Students experience

classrooms with nonfunctioning air conditioning throughout the school year.

PARENTS AND COMMUNITY

The school's perceptions of the school by the students, parents, and community are positive because the school provides a safe and disciplined learning environment for the students. Parents choose to bring their children to this campus because it has a reputation for being the best middle school in Donna, Texas.

Parents choose to bring their children to A.P. Solis Middle School due to a safe and welcoming environment, High-Performance State Assessment, and Structured Environment.

The overall community perception of the school campus remains positive. The school provides a consistently safe environment with positivity and a well-managed structure.

NEED

Climate and culture are affected by classroom resources being purchased and not sustained for consecutive years, therefore, not allowing teachers and staff to learn a product to use for students efficiently and effectively.

SUMMARY OF NEEDS

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.

School Culture and Climate are created and affected by different groups which all serve the purpose of a positive student outcome. Parents, administration, teachers, support staff, and members of the community all take part in communicating and providing feedback for student success. Setting high standards ensures continuous activity by all groups and promotes a positive learning environment.

Perceptions Strengths

1. Meetings with diverse staff groups to collaborate and discuss best needs and practices. Groups such as CLPAC, Department Heads, Team Leaders, and Faculty Meetings
2. Daily affirmations to students and staff that “Solis is the BEST” set the tone and encourage top performances in the classroom and in extracurricular activities.
3. Discipline procedures set in place: parent communication, counselor referrals, discipline referrals, and Administrative support.
4. High standards set forth by teachers in the classroom promote higher-order thinking which allows students to continuously learn and be active.
5. Open availability communicating with parents via in-person, emails, calls, and texts.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Culture is affected through accessibility and benefits of resources and incentives for teachers and teams based on accomplishments with a direct impact on student achievement. **Root Cause:** District policies on stipends and incentives are not campus-based decisions.

Problem Statement 2 (Prioritized): Climate and culture need a promotion with incentives such as shirts during drug awareness week. **Root Cause:** School climate is affected by the number of student incentives available.

Problem Statement 3 (Prioritized): The disparity among overflow classrooms. **Root Cause:** With the downsize to 2 teams, a sense of belonging is lost leading to unhealthy competition and relationships affecting team building.

Priority Problem Statements

Problem Statement 1: Decrease in funding to address instructional needs within some groups.

Root Cause 1: The higher number of transfers contributes to the loss of funding for the campus.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Increase of student-to-teacher ratio that affects small group and targeted instruction.

Root Cause 2: Reduction from 3 teams in each grade level to 2 in all grade levels.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Need for additional teachers for STEM.

Root Cause 3: Attrition in the district will not allow for growth and additional teachers in these areas.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Special populations including LEP, SPED, and MIGRANT perform below the general population.

Root Cause 4: Gaps exist with the reading levels of incoming middle school students.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Reading is the area with the least amount of growth.

Root Cause 5: Reading level gaps are more than one year. Guided Reading is not available to assist with basic reading skills.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Morale is low among the staff.

Root Cause 6: Reduction of funding in addition to the reduction of staff contributes to less individualized support for students.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Culture is affected through accessibility and benefits of resources and incentives for teachers and teams based on accomplishments with a direct impact on student achievement.

Root Cause 7: District policies on stipends and incentives are not campus-based decisions.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Climate and culture need a promotion with incentives such as shirts during drug awareness week.

Root Cause 8: School climate is affected by the number of student incentives available.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: The disparity among overflow classrooms.

Root Cause 9: With the downsize to 2 teams, a sense of belonging is lost leading to unhealthy competition and relationships affecting team building.

Problem Statement 9 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- Student failure and/or retention rates
- 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
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- 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 engagement rate

Support Systems and Other Data

- Communications data

Goals

Goal 1: Focus On Student Success



Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2024:





- *6th-8th grade students that meet or exceed grade level proficiency on STAAR Math will increase from 72% to 74%.
- *6th-8th grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 85% to 86%.





HB3 Goal







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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p>Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p>Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by May 2024. Based on the findings, programs will be prioritized, modified, or discontinued. The percentage of teachers completing a lesson cycle daily will increase from 80% to 100% by May 2024.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p>				

Strategy 2 Details		Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, tutorials, authentic texts, hands-on experiences, and quality questioning. Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 50% to 85% , the use of visual stimuli from 40% to 80%, and utilization of processing tools from 40% to 80% by the end of the 2023-2024 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Teacher Supplies - Title I (211) - 211.11.6399.00.045.25.0.00 - \$13,194, Tutorials - ESSER III (282) - 282.11.6125.TT.045.24.0.LL - \$30,436.56		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback. Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 80% to 90% by the end of the 2023-2024 school year based on the observation tracker, weekly meeting notes, and teacher BOY, MOY, and EOY surveys. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability		Formative			Summative
		Sept	Dec	Mar	June
					





Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support. Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding). Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2024. Based on the findings, programs will be prioritized, modified, or discontinued. The percentage of teachers completing a daily lesson cycle will increase from 80% to 100% by September 30, 2024. Staff Responsible for Monitoring: Campus administration Title I: 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 - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
				


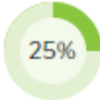




Strategy 6 Details	Reviews			
Strategy 6: Maximize instructional time to support social emotional and academic growth due to covid learning loss. Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by May 2024. Based on the findings, programs will be prioritized, modified, or discontinued. The percentage of teachers completing a lesson cycle each day will increase from 80% to 100% by September 30, 2024. Staff Responsible for Monitoring: Campus administration Title I: 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 - Results Driven Accountability	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * Digital Communication rubric - included in the handbook
<https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>
 * Family and Community Engagement Survey Checklist
https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing
 * surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration Title I: 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * training invitation

* training sign-in sheets

* training agendas

Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources). Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration Title I: 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.) Strategy's Expected Result/Impact: Create strong connections between our school system and our community Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration Title I: 2.6, 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				



No Progress



Accomplished









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Goal 3: Focus On Operational Excellence

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





Strategy 1 Details	Reviews			
Strategy 1: A.P. Solis M. S. will monitor their facilities and send a survey to the staff to see input on the facilities' needs. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration. Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration. Title I: 2.4, 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				









Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. Staff Responsible for Monitoring: Campus administration. Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: A.P. Solis M. S. will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. Staff Responsible for Monitoring: Campus administration Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: A.P. Solis M. S. will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Focus On Operational Excellence

Performance Objective 2: A.P. Solis M. S. will ensure to follow the comprehensive plan to ensure student and staff safety by maintaining an environment that will contribute to conducive learning spaces.

Evaluation Data Sources: Work orders


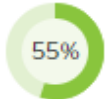

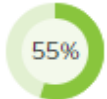
Strategy 1 Details	Reviews			
Strategy 1: AP Solis MS custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facility needs to campus administration to provide a safe learning environment. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: AP Solis MS child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students. Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment Staff Responsible for Monitoring: Campus administration and CNP staff Title I: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 3 Details	Reviews			
Strategy 3: A.P. Solis M.S. will ensure secure campus work orders to the maintenance department as needed to ensure safe, conducive learning spaces. Strategy's Expected Result/Impact: Facilities need addressed Staff Responsible for Monitoring: Campus administration and campus custodial staff Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: A.P. Solis M.S. will monitor all bus riders, referrals, etc. to ensure students follow bus rules for DISD to provide safe transportation of students in a conducive learning environment. Strategy's Expected Result/Impact: Safe transportation Staff Responsible for Monitoring: Campus Administration and transportation personnel Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Focus On Employees And Organizational Excellence

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

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





Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Trail of Breadcrumbs, LLC - STAAR Reading, Writing, and Grammar - Title II Teacher/Principal (255) - \$1,290	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. Staff Responsible for Monitoring: Executive Cabinet, Leadership Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Sept	Dec	Mar	June
				





Strategy 3 Details		Reviews			
Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve. Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					
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Goal 4: Focus On Employees And Organizational Excellence



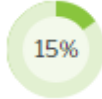





Performance Objective 2: 4.2 A.P. Solis will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).

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

Strategy 1 Details		Reviews			
Strategy 1: 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA). Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness). [Staff Responsible for Implementation: Campus Administration] Staff Responsible for Monitoring: Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff. Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.</p> <p>Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly.</p> <p>Title I: 2.6, 4.2</p>	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.</p> <p>Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs.</p> <p>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]</p> <p>Staff Responsible for Monitoring: Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership</p> <p>Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 5 Details	Reviews			
Strategy 5: Campus will provide prevention activities that help students live above the influence that supports academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug-related incidents/offenses/referrals by 10%. Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Campus will work with the SEL Department to provide teachers and campus staff with Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets. Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Clothing Vouchers - Title I (211) - 211.32.6499.00.045.24.0.00 - \$1,200	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Campus will provide parents with Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. Title I: 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management Staff Responsible for Monitoring: Human Resources, Benefits & Risk Management, Campus Administration, Health Services Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship









Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for A.P. Solis M.S. based on the 5-year Strategic Plan.

Evaluation Data Sources: C. N. A.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Focus On Financial Stewardship

Performance Objective 2: A.P. Solis M. S. will ensure fiscal responsibility by attending annual business symposium and ensuring to follow the purchasing guidelines as dictated by the district.

Strategy 1 Details	Reviews			
Strategy 1: A.P. Solis M. S. will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: A.P. Solis M. S. will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students. Strategy's Expected Result/Impact: Orders, Requisitions, etc. Staff Responsible for Monitoring: Campus Administration Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Angelita Salinas	SCIENCE TEACHER
Classroom Teacher	Johnnie Silva	SPECIAL EDUCATION TEACHER
Classroom Teacher	Irma Lopez	SOC STUDIES TEACHER
Classroom Teacher	Georgina Solis	READING TEACHER
Classroom Teacher	Ruben Diaz	MATH TEACHER
Paraprofessional	Angela A. Garcia	PARENT EDUCATOR
Administrator	Mary Rodriguez	PRINCIPAL
Non-classroom Professional	Gloria Lozano	COUNSELOR
Administrator	Maritza Garcia	DEAN OF INSTRUCTION

Campus Funding Summary

Bilingual (162)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$14,674.00
+/- Difference					\$14,674.00
State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10,320.00
+/- Difference					\$10,320.00
CTE (167)					
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
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$70,116.40
+/- Difference					\$70,116.40
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher Supplies	211.11.6399.00.045.25.0.00	\$13,194.00
4	2	7	Clothing Vouchers	211.32.6499.00.045.24.0.00	\$1,200.00

Title I (211)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					Sub-Total	\$14,394.00
					Budgeted Fund Source Amount	\$16,094.00
					+/- Difference	\$1,700.00
Title II Teacher/Principal (255)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
4	1	1	Trail of Breadcrumbs, LLC - STAAR Reading, Writing, and Grammar		\$1,290.00	
					Sub-Total	\$1,290.00
					Budgeted Fund Source Amount	\$6,156.00
					+/- Difference	\$4,866.00
Title III (263)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$3,249.00
					+/- Difference	\$3,249.00
Title IV (289)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					\$0.00	
					Sub-Total	\$0.00
					Budgeted Fund Source Amount	\$3,330.00
					+/- Difference	\$3,330.00
ESSER III (282)						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	2	Tutorials	282.11.6125.TT.045.24.0.LL	\$30,436.56	
					Sub-Total	\$30,436.56
					Budgeted Fund Source Amount	\$103,199.07
					+/- Difference	\$72,762.51
					Grand Total Budgeted	\$236,138.47
					Grand Total Spent	\$46,120.56
					+/- Difference	\$190,017.91

Addendums

Donna Independent School District
System Safeguards Missed Improvement Plan
Testing Dept.

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:				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?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

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Root Cause 1:				Strategy:			
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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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Root Cause 1:				Strategy:			
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Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
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Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
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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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Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
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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?	
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Donna Independent School District
System Safeguards Missed Improvement Plan
Testing Dept.

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
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5. State problem statement, root cause, interventions, & monitoring
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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:				Annual Goal:			
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Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
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Root Cause 2:				Strategy:			
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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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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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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	
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Root Cause 2:				Strategy:			
Interventions by Quarter							
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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?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

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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Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
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Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
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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
System Safeguards Missed Improvement Plan
Testing Dept.

Complete an improvement plan for each system safeguard you missed on each student population.

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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.

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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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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.	

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Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
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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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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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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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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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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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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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Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
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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?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

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?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

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?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	