# Donna Independent School District

# A.P. Solis Middle School

# 2024-2025 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

## Demographics

**Demographics Summary**

Many of our students come from nearby colonias, and others from the southern part of Donna. Enrollment numbers have decreased in the past three years, decreasing by at least 50 students each year. Also, within the last three years, most programs have gone down. Programs such as ESL and At Risk have gone down the most (30 students). Our Sp. Ed. has shown an increase of about 15 students, and our Immigrants has grown by about 5 students. Teacher/student ratio varies by grade level, core subjects and electives. Regular Core averages are: 6th grade- 20:1; 7th grade -22;1; 8th grade- 24:1. Our students continue to excel in all areas. All teachers are certified in their content area. All ELAR teachers have their ESL certificates. We also had 17 teachers qualify for the TIA award. We have several para-professionals with college hours and associate/bachelor's degrees. We have been an A-rated campus for several years and await this year's results.

Ethnicity:  6th grade   H=198   W=1   AI=1   B=3
　　　　　　　7th grade   H=218   W=1   AI=2
　　　　　　　8th grade   H=219   W=1   AI=2   B=2

|       | ESL | 504 | Migrant | GT | Sp Ed | Immigrants |
|-------|-----|-----|---------|-----|-------|------------|
| 6th   | 108 | 8   | 11      | 19  | 36    | 7          |
| 7th   | 118 | 15  | 16      | 17  | 27    | 4          |
| 8th   | 121 | 11  | 14      | 8   | 25    | 10         |

In 8th grade, there are more ESL and Immigrant students. 7th grade has more 504 and Migrant students. 6th grade has more GT and Sp Ed students. GT students are underrepresented in 8th Grade. We need programs to give students instructional support, especially in all core areas, such as Guided Reading and algebra Readiness. Smaller Class Sizes, 22:1.  More High School Credit Classes.

We need more educational programs to support or enhance students' education so they may graduate college, career, and military ready.

**Demographics Strengths**

1. Most demographics have stayed steady.
2. Low core teacher turnover rate.  Teachers/Staff remain at Solis unless they retire.
3. Retire professionals help with core tutorials/support in the testing areas.
4. CIS to help with student well-being and skills building.
5. CCMR to promote Career, College, and Military Readiness.
6. An environment that is structured and conducive to student learning. Administration/teachers have consistent discipline expectations for all

students from day 1 to EOY.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Our campus needs programs to provide students with instructional support, especially in core areas such as Guided Reading and algebra Readiness.   **Root Cause:** Many incoming 5th-grade students are below grade level in reading and math.

**Problem Statement 2 (Prioritized):** The number of students in the Special Education program has increased over the past three years. Students in this group do not score on STAAR Reading and Math at the same level as the General Student group.   **Root Cause:** Students with learning disabilities need instructional support in a small group instruction setting.

# Student Learning

**Student Learning Summary**

The campus CNA committee considered various student academic achievement information and data, including campus-based assessments, report card grades, STAAR scores, TELPAS scores, iReady, and accountability ratings from SY 2022 and the 2023 accountability projections. The committee analyzed the different student learning measurement results of the different groups (Emergent Bilingual, Special Education, Gifted & Talented, Migrant, and ED). Data disaggregating shows how various factors contribute to the student's overall academic performance: RTI students, LEP, at-risk, and special Ed populations. These demographics contribute to reading below grade level.

Over the past couple of years, data by gender has been comparative. Comparing the performance of our Special Populations and our LEP population to the General Population indicates they're scoring below average. Truant students are the lowest-performing students in the entire population due to a lack of instruction, which is attributed to absenteeism.

Intervention:

- Science: Students receive tutoring throughout the day to help them accomplish and master objectives not covered in class. This allows kids to receive more one-on-one enrichment while improving their academic performance.
- Social Studies: Students attend tutoring throughout the day to help them achieve and master objectives not met in class. This allows students to receive more one-on-one enrichment and helps them improve in their academic courses.
- Reading/Math: Students receive tutoring throughout the day to reinforce concepts they did not master in class. This setting provides small group instruction to target all different learning styles, Contributing to better understanding and performance. In 8th grade, Rotations were used amongst reading teachers to create a 1:10 student /teacher learning ratio to help better assess student needs.

Overall, all teachers utilize a common instructional framework centered on the gradual release model. However, when using and analyzing data, teachers make adjustments, communicate as a department to close achievement gaps, and create instructional and remediation activities to address students' academic needs and ensure students master their TEKS.

Data also reflects alignment between instruction and assessment. Assessments are based on the six-week TEKS that students should be learning, and then the overall goal is to have students master their STAAR exams at the end of the year. Since assessments are created every six weeks based on what students should know by the end of the six weeks, they are developed and linked to measuring the effect of the curriculum and instruction of that period of instruction.

Below are the Accountability Projections. Since the 2023 accountability reports are not yet publicly available, their release is pending judicial rulings and decisions from the 88th Legislature during a special session.

## 2024-2025 STAAR Goals

## Solis STAAR Goal Setting 2024-2025

| STAAR EXAM | DISD 23-24 (PRELIM) | CAMPUS 23-24(PRELIM) | 24-25 DISD TARGET | 24-25 CAMPUS TARGET |
|---|---|---|---|---|
| 6TH RLA | 65% | 71% | 70% | 72% |
| 6TH MATH | 67% | 77% | 70% | 78% |
| 7TH RLA | 64% | 76% | 68% | 86% |
| 7TH MATH | 58% | 73% | 60% | 74% |
| 8TH RLA | 74% | 85% | 78% | 89% |
| 8TH MATH | 80% | 91% | 82% | 92% |
| 8TH SC | 67% | 75% | 70% | 85% |
| 8TH SS | 63% | 80% | 66% | 81% |

We have been an A-rated campus for several years and await this year's results.

**Student Learning Strengths**

S1: All teachers are utilizing a common instructional framework.

S2. All teachers understand the different populations well and make adjustments to address their academic needs.

S3. All classrooms have a OneScreen Panel

S4: Students have virtual access to library resources

S5: Three computer labs with printing access available

S6: Library Resource center with printing access available

S7: All core subjects have a Laptop cart with 30 computers.

S8: Chromebook carts are available for checkout

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Emergent Bilingual and Special Education students do not score on STAAR Reading and Math at the same level as the All-Student group.
**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:** There is a more than one-year gap in the Reading level, and we no longer have instructional support programs (guided reading).

# School Processes & Programs

**School Processes & Programs Summary**

## TEACHER PERFORMANCE

Teacher performance is provided to teachers at department-level meetings, faculty 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 the 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 by 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 and 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 training 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, CLPAC, and walk-throughs to determine 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 of the most current information and resources available.

The district also provides staff with online Vector training. The implementation of professional development is monitored through 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.

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

Parents are also provided with health classes, 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 participate in school events and activities. Parents who are involved are those who are concerned about their child's education and who are active parents in their child's academics.

Trends and patterns that have been identified show that parents who are active in their child's education are also involved in school parental involvement events.

Families and Community members are involved in school decision-making by participating in the DLPAC, LPAC, and CLPAC and providing feedback from parental surveys. SHAC makes presentations to help make 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 Behavioral Health Solutions, Nuestra Clinica, Better Living for Texans, Agri-Life Expanded Food Nutrition Education, and Texas A&M Family Health.

**PROGRAM EVALUATIONS**

Donna ISD has developed a comprehensive curriculum. Every department has a director with strategists who 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 to develop district exams and curriculum. Teachers develop teacher-made assessments based on individual 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 it based on student needs and scores 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 students and the campus. Committee members voice concerns and provide recommendations on behalf of non-members, and their recommendations are considered when making decisions.

**NEEDS**

 **-**Performance-based stipend
-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 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 TEK**S.**

**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):** Develop a mindset among staff focused on the learning questions of Professional Learning Communities.   **Root Cause:** Need for district-wide systematic training on the identification, evaluation, intervention, and aspects associated with PLCs and meeting student needs.

**Problem Statement 2 (Prioritized):** Morale is low among the staff.   **Root Cause:** Reduction of funding/stipends, in addition to reduction of staff, contributes to less individualized support for students.

# Perceptions

**Perceptions Summary**

The students describe the climate as a positive environment for learning. It is structured to help them focus on learning. Students feel safe because of the monitoring, rules, and expectations that the Admin and teachers implement. We actively and aggressively monitor throughout the school day, in and outside of the classroom. Students' expectations are high due to the staff's expectations being high. This stems from the school culture of expecting "the best" efforts of our students. Everyone seems to be on the same page, so this consistency has created a positive school culture. Students involved in sports and extracurricular activities tend to be more satisfied with the school's culture. The reason is that they have higher expectations and something to look forward to. They become invested in the school community. Therefore, these students tend to have better attendance and behavior in school. Students have noticed and stated not having recreational activities and facilities such as outside courts.

Physical environments in the classroom are in poor condition and cause distractions. Tiles in the ceiling fall and buckets are in the hallways when it rains. Classroom walls could use paint. The mounted televisions in classrooms and student desktops should be removed to allow for more space, such as Classroom Libraries, in the classes.

Staff feels supported by the administration when it comes to student discipline. However, the school culture is becoming soft because of the district's rules that are being placed on school administrators. This has resulted in more behavioral issues throughout the school year. Staff-to-staff relationships are positive, whereas student-to-staff respect could be improved.

## Discipline Events and Students

| Month | | Student Count | | | | | | Discipline Count | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2018 | 2019 | 2020 | 2021 | 2022 | 2024 | 2018 | 2019 | 2020 | 2021 | 2022 | 2024 |
| Total | | 263 | 237 | 209 | 8 | 208 | 172 | 459 | 490 | 376 | 8 | 399 | 360 |
| | August | 3 | | 2 | | 7 | 3 | 4 | | 3 | | 7 | 3 |
| | September | 60 | 36 | 39 | | 42 | 30 | 64 | 43 | 46 | | 45 | 41 |
| | October | 45 | 60 | 63 | 1 | 40 | 39 | 50 | 81 | 68 | 1 | 41 | 52 |
| | November | 33 | 24 | 50 | | 41 | 40 | 37 | 28 | 54 | | 43 | 44 |
| | December | 27 | 36 | 47 | | 20 | 28 | 26 | 40 | 45 | | 22 | 33 |
| | January | 41 | 36 | 58 | | 22 | 22 | 42 | 38 | 62 | | 24 | 23 |
| | February | 66 | 62 | 53 | | 32 | 54 | 63 | 64 | 65 | | 41 | 61 |
| | March | 54 | 59 | 33 | 3 | 46 | 30 | 52 | 59 | 32 | 3 | 51 | 37 |
| | April | 62 | 64 | | 2 | 51 | 38 | 69 | 78 | | 2 | 64 | 41 |
| | May | 51 | 52 | 1 | 1 | 55 | 25 | 52 | 59 | 1 | 1 | 61 | 25 |
| | June | | | | 1 | | | | | | 1 | | |

Average Referrals Per Day Per Month
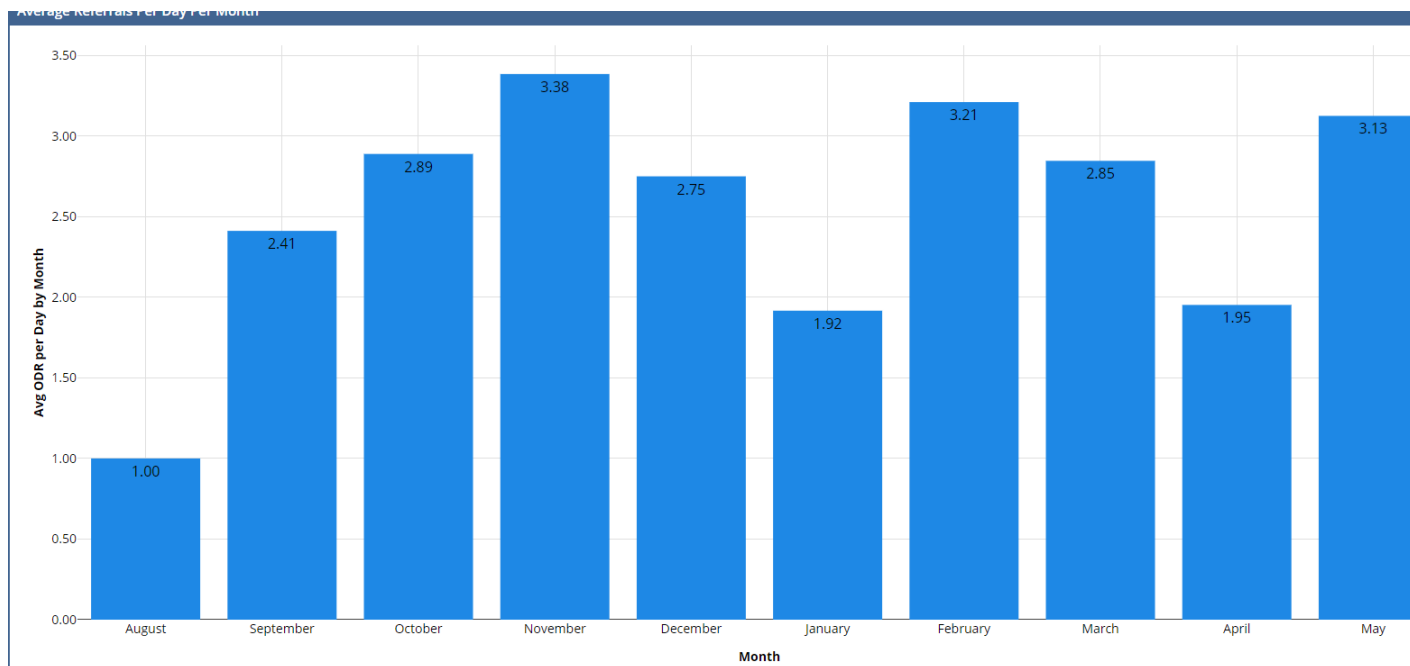
School Culture and Climate are created and affected by different groups that all serve the purpose of a positive student outcome. Parents, administration, teachers, support staff, and members of the community all take part in communicating and providing feedback for student success. Setting high standards 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 classroom performances and extracurricular activities.
3. Discipline procedures are set in place: parent communication, counselor referrals, discipline referrals, and administrative support.
4. Teachers set high standards in the classroom that promote higher-order thinking, which allows students to learn continuously 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):** Climate and Culture are affected by classroom resources being purchased and not sustained for consecutive years, which prevents teachers and

staff from learning a product to use for students efficiently and effectively.  **Root Cause:** Directors need to put money aside for the continued use and training of effective learning products.

# Priority Problem Statements

**Problem Statement 1**: Our campus needs programs to provide students with instructional support, especially in core areas such as Guided Reading and algebra Readiness.
**Root Cause 1**: Many incoming 5th-grade students are below grade level in reading and math.
**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: Emergent Bilingual and Special Education students do not score on STAAR Reading and Math at the same level as the All-Student group.
**Root Cause 2**: Gaps exist with the reading levels of incoming middle school students.
**Problem Statement 2 Areas**: Student Learning

**Problem Statement 3**: The number of students in the Special Education program has increased over the past three years. Students in this group do not score on STAAR Reading and Math at the same level as the General Student group.
**Root Cause 3**: Students with learning disabilities need instructional support in a small group instruction setting.
**Problem Statement 3 Areas**: Demographics

**Problem Statement 4**: Reading is the area with the least amount of growth.
**Root Cause 4**: There is a more than one-year gap in the Reading level, and we no longer have instructional support programs (guided reading).
**Problem Statement 4 Areas**: Student Learning

**Problem Statement 5**: Develop a mindset among staff focused on the learning questions of Professional Learning Communities.
**Root Cause 5**: Need for district-wide systematic training on the identification, evaluation, intervention, and aspects associated with PLCs and meeting student needs.
**Problem Statement 5 Areas**: School Processes & Programs

**Problem Statement 6**: Morale is low among the staff.
**Root Cause 6**: Reduction of funding/stipends, in addition to reduction of staff, contributes to less individualized support for students.
**Problem Statement 6 Areas**: School Processes & Programs

**Problem Statement 7**: Climate and Culture are affected by classroom resources being purchased and not sustained for consecutive years, which prevents teachers and staff from learning a product to use for students efficiently and effectively.
**Root Cause 7**: Directors need to put money aside for the continued use and training of effective learning products.
**Problem Statement 7 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
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card and accountability data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

**Student Data: Student Groups**

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- 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**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals

**Goal 1:** Focus On Student Success
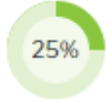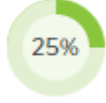
**Performance Objective 1:** 1.1  Create and promote engaging learning opportunities that focus on student needs and high-risk populations (i.e. Emergent Bilingual, Special Ed, Migrant, Homeless) so that we meet the following goals by August of 2025:
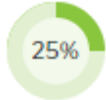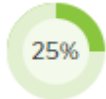
*6th-8th grade students that meet or exceed grade level proficiency on STAAR Math will increase from 72% to 74%.
*6th-8th grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 85% to 86%.

**HB3 Goal**

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding). | **Formative** | | | **Summative** |
| | Sept | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by May 2025. 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 2025. <br> **Staff Responsible for Monitoring:** Campus administration <br><br> **Title I:** <br> 2.4, 2.5, 2.6 <br> - **TEA Priorities:** <br> Build a foundation of reading and math, Improve low-performing schools <br> - **ESF Levers:** <br> Lever 5: Effective Instruction <br> - **Results Driven Accountability** <br> **Problem Statements:** Student Learning 2 <br> **Funding Sources:** Teacher Office Supplies - Local (199) - $19,250, AVID Teacher Office Supplies - Local (199) - $5,473, Imagine Learning - Title I (211) - $1,000, Quizizz - Title I (211) - $3,412.50, Sirius - Title I (211) - $2,733.75 , Headphone for Bilingual students - Bilingual (162) - $1,275, First Tec Challenge - Title IV (289) - $595 | 40% | | | |

| **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. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **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 2024-2025 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations.<br><br>**Staff Responsible for Monitoring:** Campus administration<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> - **TEA Priorities:**<br>Improve low-performing schools<br> - **ESF Levers:**<br>Lever 5: Effective Instruction<br> - **Results Driven Accountability**<br>**Funding Sources:** Awards and Incentives - Student Activity (865) - $34,000, Tutorials - Title I (211) - $7,836, Tutorials - State Comp. (164) - $9,403, lifeskills #22 - Student Activity (865) - $390.90 | 25% | | | |

| **Strategy 3 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 3:** Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase observation and direct feedback protocol implementation from 80% to 90% by the end of the 2024-2025 school year based on the observation tracker, weekly meeting notes, and teacher BOY, MOY, and EOY surveys.<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> - **TEA Priorities:**<br>Improve low-performing schools<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br> - **Results Driven Accountability** | 25% | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILts at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes.<br><br>**Title I:**<br>2.6<br> - **TEA Priorities:**<br>Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction<br> - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability** | 25% | | | |

| 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). | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2025. 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, 2025.<br>**Staff Responsible for Monitoring:** Campus administration<br><br>**Title I:**<br>2.4, 2.5, 2.6<br> - **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br> - **ESF Levers:**<br>Lever 5: Effective Instruction<br> - **Results Driven Accountability** | 25% | | | |

| **Strategy 6 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 6:** Maximize instructional time to support social emotional and academic growth due to covid learning loss. | **Formative** | | | **Summative** |
| **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 2025. 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, 2025. | **Sept** | **Dec** | **Mar** | **June** |
| **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** | 25% | | | |

| **Strategy 7 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 7:** Provide additional educational assistance to all students, such as, small group instruction, individualized instruction, extended day tutoring in core content areas (before/after regular school hours or on Saturdays), credit recovery (Edgenuity), homebound services, summer school, including coordination of early education services to low-income students (Head Start Act compliance), and other programs; through proper identification of students at risk for academic failure and effective monitoring of strategies 1-4. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase student achievement.  **Staff Responsible for Monitoring:** District administration, campus administration, counselors, and teachers. | 25% | | | |

| **Strategy 8 Details** | **Reviews** | | | |
|---|---|---|---|---|
| **Strategy 8:** Design and Implement a "Campus Student CCMR Support Team" (Counselor, CTE Counselors, CCMR Teacher, Financial Aid Facilitator, GEAR UP Facilitator, Migrant Strategist, Campus Leadership, Special Ed. Casemanager, and District CCMR Leadership [CTE Director, CCMR Coordinator, Advanced Academics Director, Student Support Services Supervisor]) to implement strategies to facilitate effective transition for students from middle school to high school and from high school postsecondary education; coordination with institutions of higher education, employers, and other local partners; planning of delivery of monthly parent modules focused on academics, CCMR, and discipline expectations and services; and faciliation of CCMR Fair and College Day Fair. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Graduate all students college, career, or military ready.  **Staff Responsible for Monitoring:** Executive Director of Leadership & CCMR, CCMR Coordinator.  **Funding Sources:** CCMR Field Trip- STC Mid Valley Campus Tour 8-1 - State Comp. (164) - $282.15, CCMR Field Trip- STC Mid Valley Campus Tour 8-2 - State Comp. (164) - $282.15, CCMR-Texas Southmost College Tour 7-1 - State Comp. (164) - 164.11.6494.00.828.30.0.00 - $1,227.60, CCMR-Texas Southmost College Tour 7-2 - State Comp. (164) - 164.11.6494.00.828.30.0.00 - $1,227.60 | 25% | | | |

| **Strategy 9 Details** | | **Reviews** | | | |
|---|---|---|---|---|---|
| **Strategy 9:** Donna ISD assists schools in indentifying students as Gifted & Talented by utilizing Riverside Insights: Cognitive Abilities Test (Fund 168). Provide students advanced classes, AP classes, EOY AP testing, AP textbooks, reading materials for Texas Performance Standards Project and digital literacy platforms. | | **Formative** | | | **Summative** |
| | | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase academic achievement.<br>**Staff Responsible for Monitoring:** Director of Advanced Academics, Director of Academic Support, Principals, and librarians. | | 15% | | | |

| **Strategy 10 Details** | | **Reviews** | | | |
|---|---|---|---|---|---|
| **Strategy 10:** Donna ISD will create an incentive plan to ensure students attend school daily. This will provide students with opportunities to learn and maximize instruction, which can only happen if students attend school daily. Schools will be given funds every six weeks if they meet their individualized goals.<br><br>Schools will receive funds based on enrollment as follows:<br>800+ - 3,000<br>500-799 - 2,000<br>250-499 - 1,000<br><br>The PEIMS department will provide individualized goals by campus that they must meet to receive their funds. The district will establish an Attendance Review Committee that will review the ADA and determine if the school has met the goal. In addition, campuses will also establish an ARC to review students who are absent and, therefore, must recover credit. Committees will meet every four weeks. | | **Formative** | | | **Summative** |
| | | **Sept** | **Dec** | **Mar** | **June** |
| | | N/A | | | |
| **Strategy's Expected Result/Impact:** ARC meetings every four weeks; an improved overall district ADA from 90.9% to 92.4% for the 2024-2025 school year for 2025-2026 goal is a 94.4% for 2026-2027 to 96.4%.<br>**Staff Responsible for Monitoring:** District ARC | | | | | |

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

**Performance Objective 1 Problem Statements:**

| **Student Learning** |
|---|
| **Problem Statement 2**: Reading is the area with the least amount of growth.   **Root Cause**: There is a more than one-year gap in the Reading level, and we no longer have instructional support programs (guided reading). |

**Goal 2:** Focus on Family and Community Engagement

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

**Evaluation Data Sources:** * Digital Communication rubric - included in the handbook
(https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSDe3jx6ERKnXjI/edit?usp=sharing)
* Family and Community Engagement Survey Checklist
(https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
* surveys

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase and strengthen family engagement and improve relationships<br>**Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration<br><br>**Title I:**<br>2.6<br> - **TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - **ESF Levers:**<br>Lever 2: Strategic Staffing, Lever 3: Positive School Culture | 15% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Develop data collection systems to monitor family engagement including engagement via digital platforms. | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Increase and strengthen family engagement and improve relationships | **Sept** | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration<br><br>**Title I:**<br>2.6, 4.1, 4.2<br> - **ESF Levers:**<br>Lever 3: Positive School Culture | 10% | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Use data to ensure alignment between family engagement and learning goals | Formative | | | Summative |
| **Strategy's Expected Result/Impact:** Promote continuous family engagement to ensure student success | Sept | Dec | Mar | June |
| **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., District Administration<br><br>**Title I:**<br>4.1, 4.2<br> **- ESF Levers:**<br>Lever 3: Positive School Culture | 15% | | | |

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

**Goal 2:** Focus on Family and Community Engagement

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).<br>    **Strategy's Expected Result/Impact:** Create strong connections between our school system and our community<br>    **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration<br><br>    **Title I:**<br>    2.6 | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| | 20% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)<br>    **Strategy's Expected Result/Impact:** Create strong connections between our school system and our community<br>    **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration<br><br>    **Title I:**<br>    4.1, 4.2 | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| | 20% | | | |

| 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.)<br>    **Strategy's Expected Result/Impact:** Create strong connections between our school system and our community<br>    **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept. , Public Relations staff, District administration<br><br>    **Title I:**<br>    2.6, 4.1, 4.2 | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| | 20% | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Train educators on the homeless/foster identification procedures and the resources available at the beginning of every school year. | Formative | | | Summative |
| | **Sept** | **Dec** | **Mar** | **June** |
| 1. Campus liaisons will be designated and communicated by the District Homeless/Foster Liaison.<br>2. Campus staff will send out a Student Residency Questionnaire/Foster Care Survey at the beginning of the school year.<br>3. Campus homeless/foster care liaison and designated staff will determine if a student meets eligibility under the McKinney-Vento Homeless Assistance Act based on the Student Residency Questionnaire responses and Foster Care with the required documentation.<br>4. The data will be collected in Skyward using the date of verification to determine homeless/foster eligibility.<br>5. Within 2 weeks of identification an enrollment conference is conducted with stakeholders to determine supports and services; such as clothing, school supplies, transportation, attendance, enrollment, and meeting student social and emotional needs, and academic success.<br>Foster Care: Fund 211<br><br>    **Strategy's Expected Result/Impact:** Equitable access to all available supports and resources.<br>    **Staff Responsible for Monitoring:** Director of Parent & Family Engagement, Student Engagement Specialist, Campus Homeless Liaison, Campus Administration.<br><br>    **Funding Sources:** Clothing - Title I (211) - $1,200 | 15% | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 5:** District and campus staff will be provided the indentification procedures for determining poverty eligibility and campus allocations. | Formative | | | Summative |
| | **Sept** | **Dec** | **Mar** | **June** |
| 1. Campus staff will send out income surveys at the beginning of the school year.<br>2. Child Nutrition will send the student data in September to match for poverty eligibility.<br>3. Campus staff will determine poverty criteria using the following measure of poverty, Free or Reduced Period Lunch under the National School Lunch Act.<br>4. The data will be collected in Skyward using the date of verification that they deteremine for the poverty eligibiliy criteria.<br>5. Campus allocations are determined by the percentage of enrolled Economically Disadvantaged students and campus ranking. Then the per pupil amount is multiplied by the number of economically disadvantaged students.<br>    **Strategy's Expected Result/Impact:** Ensure equitable campus allocations.<br>    **Staff Responsible for Monitoring:** Campus counselors, PEIMS clerks, Campus Administration, PEIMS Department, Federal Programs Department, and Director of Child Nutrition. | 20% | | | |

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

**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. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Ensure the district's and campus 5 year plan is followed. | | **Sept** | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Campus administration.<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | 20% | | | |

| Strategy 2 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 2:** Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Compare survey and work orders. | | **Sept** | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Campus administration.<br><br>**Title I:**<br>2.5 | | 25% | | | |

| Strategy 3 Details | | Reviews | | | |
|---|---|---|---|---|---|
| **Strategy 3:** Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. | | **Formative** | | | **Summative** |
| **Strategy's Expected Result/Impact:** Prioritization of campus needs. | | **Sept** | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Campus administration.<br><br>**Title I:**<br>2.4, 2.5, 2.6 | | 20% | | | |

| **Strategy 4 Details** | | | | **Reviews** | | | |
|---|---|---|---|---|---|---|---|

| **Strategy 4:** Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. | | | **Formative** | | | **Summative** |
|---|---|---|---|---|---|---|

| | **Sept** | **Dec** | **Mar** | **June** |
|---|---|---|---|---|
| **Strategy's Expected Result/Impact:** A campus based 5 year plan and ensure campus administration monitors implementation of said plan. **Staff Responsible for Monitoring:** Campus administration. **Title I:** 2.5 | 20% | | | |

| **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. | **Formative** | | | **Summative** |
|---|---|---|---|---|

| | **Sept** | **Dec** | **Mar** | **June** |
|---|---|---|---|---|
| **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 | 20% | | | |

| **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. | **Formative** | | | **Summative** |
|---|---|---|---|---|

| | **Sept** | **Dec** | **Mar** | **June** |
|---|---|---|---|---|
| **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 | 20% | | | |

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

**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.<br>      **Strategy's Expected Result/Impact:** Clean and safe campus<br>      **Staff Responsible for Monitoring:** Campus Administration<br><br>      **Title I:**<br>2.6<br>       **- ESF Levers:**<br>Lever 3: Positive School Culture | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| | 20% | | | |

| 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.<br>      **Strategy's Expected Result/Impact:** Appropriate meals in a clean and safe environment<br>      **Staff Responsible for Monitoring:** Campus administration and CNP staff<br><br>      **Title I:**<br>2.5, 2.6<br>       **- ESF Levers:**<br>Lever 3: Positive School Culture | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| | 15% | | | |

| 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.<br>    **Strategy's Expected Result/Impact:** Facilities need addressed<br>    **Staff Responsible for Monitoring:** Campus administration and campus custodial staff<br><br>    **Title I:**<br>2.6<br> **- ESF Levers:**<br>Lever 3: Positive School Culture | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 20% | | | |

| 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 conductive learning environment.<br>    **Strategy's Expected Result/Impact:** Safe transportation<br>    **Staff Responsible for Monitoring:** Campus Administration and transportation personnel<br><br>    **Title I:**<br>2.6<br> **- ESF Levers:**<br>Lever 3: Positive School Culture | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| | 25% | | | |

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

**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. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration  **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:** AVID Membership - Local (199) - $6,034, Region One Training - Science - Title II Teacher/ Principal (255) - $400 | 20% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **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 | 20% | | | |

| 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. | Formative | | | Summative |
| | Sept | Dec | Mar | June |
| **Strategy's Expected Result/Impact:** Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. **Staff Responsible for Monitoring:** Campus Administration, Campus Leadership Team **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 | 25% | | | |

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

**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). | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **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).<br><br>[Staff Responsible for Implementation: Campus Administration]<br>**Staff Responsible for Monitoring:** Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management<br><br>**Title I:**<br>2.6, 4.2<br> - **ESF Levers:**<br>Lever 3: Positive School Culture | 20% | | | |

| 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. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being.<br><br>**Title I:**<br>2.6<br> - **ESF Levers:**<br>Lever 3: Positive School Culture | 20% | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **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.<br><br>    **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.<br><br>    **Title I:**<br>2.6, 4.2 | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| | 20% | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **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.<br><br>    **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.<br><br>[Staff Responsible for Implementation: Counselors, LPCs, Campus Administration]<br>**Staff Responsible for Monitoring:** Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership<br><br>    **Title I:**<br>2.6, 4.2<br> - **ESF Levers:**<br>Lever 3: Positive School Culture | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| | 20% | | | |

| 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%. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention).<br><br>**Title I:**<br>2.6<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture<br>**Funding Sources:** Clothing - Title I (211) - $1,200 | 20% | | | |

| 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. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets.<br><br>**Title I:**<br>2.6<br> - **ESF Levers:**<br>Lever 3: Positive School Culture | 20% | | | |

| 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% | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively.<br><br>**Title I:**<br>2.6<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | 20% | | | |

| 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. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities.<br><br>**Title I:**<br>2.6, 4.1, 4.2<br> - **ESF Levers:**<br>Lever 3: Positive School Culture | 20% | | | |

| 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. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **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<br>**Staff Responsible for Monitoring:** Human Resources, Benefits & Risk Management, Campus Administration, Health Services<br><br>**Title I:**<br>2.6<br> - **TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - **ESF Levers:**<br>Lever 3: Positive School Culture | 20% | | | |

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

**Goal 5:** Focus On Financial Stewardship

**Performance Objective 1:** 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for 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. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs.<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**Title I:**<br>2.6<br> - **TEA Priorities:**<br>Recruit, support, retain teachers and principals<br> - **ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments | 20% | | | |
| | 0% No Progress    100% Accomplished    → Continue/Modify    ✕ Discontinue | | | |

**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. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Campus budget planned to limit if any budget changes/amendments<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**Title I:**<br>2.6<br> **- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments | 30% | | | |

| 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. | **Formative** | | | **Summative** |
| | **Sept** | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Orders, Requisitions, etc.<br>**Staff Responsible for Monitoring:** Campus Administration<br><br>**Title I:**<br>2.6<br> **- ESF Levers:**<br>Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments | 20% | | | |

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

# Title I

## 1.1: Comprehensive Needs Assessment

Each campus will complete a comprehensive needs assessment in spring of each school year. Campus committees will be organized for each of the 8 sections of review. Each committee will research and identify areas of need and strength. The committees will commence the comprehensive needs assessment by presenting their findings to entire campus. Thereafter, the campus and committees will create specific strategies in correspondence with allocated budget.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Donna Independent School District and each campus has developed a comprehensive plan (DIP/CIP) with the assistance of various stakeholders to include: administrators, teachers, support staff, community members and parents.

## 2.2: Regular monitoring and revision

The Title I, Part A LEA and Schoolwide Program Plans are updated throughout the school year as needed based on campus and districts continuous change of needs.

## 2.3: Available to parents and community in an understandable format and language

The DIP and CIPs are organized electronically through Plan4learning and are located on the district website under the Testing and Evaluations and each campus website respectively.

Each plan (DIP/CIP) are available to parents and the public throughout the district and campus website. An English printed copy of the DIP and CIP is also available at each campus and is available for translation upon request.

## 2.4: Opportunities for all children to meet State standards

Donna I.S.D. provides opportunities for all children to meet State standards in the areas of Reading, Writing, Mathematics, Science, and Social Studies throughout the school day. Curriculum based assessments, bundle exams, and benchmarks are done throughout the school year to evaluate mastery and provide intervention as needed. Teachers are continuously provided with staff development throughout the school year at both the district and campus levels.

Donna ISD directly communicates by email and conducts outreach to PNPs within school zone boundaries.

## 2.5: Increased learning time and well-rounded education

Donna ISD provides opportunities for increased time as needed for children to master the objectives. Part of the school day and in after school sessions, students are able to participate in various programs and activities that supplement the required core curriculum in order to provide a well rounded education. Opportunities to participate in programs such as dance, art, music, robotics, technology, sports, etc. are provided by various funding sources to keep students engaged and motivated.

## 2.6: Address needs of all students, particularly at-risk

Donna ISD continuously monitors the needs of all students with a focus on the at risk of failing, failing, pregnant, EL, migrant, SPED, truant, etc. Programs and services have been designed to assist these student groups in order to facilitate student learning and assist in meeting the state academic standards.

## 4.1: Develop and distribute Parent and Family Engagement Policy

Donna ISD works diligently to engage with parents and families of students to share important information and build capacity by utilizing various strategies.

## 4.2: Offer flexible number of parent involvement meetings

Campuses and district hold parent meetings and activities during the day as well as after school to accomodate all our parents.

## 5.1: Determine which students will be served by following local policy

Donna ISD does not have targeted assistance campuses for the 2024-2025 school year.

Donna ISD does not provide services through neglected or delinquent facilities.

# 2024-2025 Campus Site-Based Committee

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

# Campus Funding Summary

| | | | | Bilingual (162) | | |
|---|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | Headphone for Bilingual students | | $1,275.00 |
| | | | | | **Sub-Total** | $1,275.00 |
| | | | | | **Budgeted Fund Source Amount** | $9,207.00 |
| | | | | | **+/- Difference** | $7,932.00 |

| | | | | State Comp. (164) | | |
|---|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 2 | | Tutorials | | $9,403.00 |
| 1 | 1 | 8 | | CCMR Field Trip- STC Mid Valley Campus Tour 8-2 | | $282.15 |
| 1 | 1 | 8 | | CCMR-Texas Southmost College Tour 7-1 | 164.11.6494.00.828.30.0.00 | $1,227.60 |
| 1 | 1 | 8 | | CCMR-Texas Southmost College Tour 7-2 | 164.11.6494.00.828.30.0.00 | $1,227.60 |
| 1 | 1 | 8 | | CCMR Field Trip- STC Mid Valley Campus Tour 8-1 | | $282.15 |
| | | | | | **Sub-Total** | $12,422.50 |
| | | | | | **Budgeted Fund Source Amount** | $43,500.00 |
| | | | | | **+/- Difference** | $31,077.50 |

| | | | | Local (199) | | |
|---|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | AVID Teacher Office Supplies | | $5,473.00 |
| 1 | 1 | 1 | | Teacher Office Supplies | | $19,250.00 |
| 4 | 1 | 1 | | AVID Membership | | $6,034.00 |
| | | | | | **Sub-Total** | $30,757.00 |
| | | | | | **Budgeted Fund Source Amount** | $39,250.00 |
| | | | | | **+/- Difference** | $8,493.00 |

| | | | | Title I (211) | | |
|---|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | Sirius | | $2,733.75 |
| 1 | 1 | 1 | | Quizizz | | $3,412.50 |

| Title I (211) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Imagine Learning | | $1,000.00 |
| 1 | 1 | 2 | Tutorials | | $7,836.00 |
| 2 | 2 | 4 | Clothing | | $1,200.00 |
| 4 | 2 | 5 | Clothing | | $1,200.00 |
| | | | | **Sub-Total** | $17,382.25 |
| | | | | **Budgeted Fund Source Amount** | $15,236.00 |
| | | | | **+/- Difference** | -$2,146.25 |

| Title II Teacher/Principal (255) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 4 | 1 | 1 | Region One Training - Science | | $400.00 |
| | | | | **Sub-Total** | $400.00 |
| | | | | **Budgeted Fund Source Amount** | $4,417.00 |
| | | | | **+/- Difference** | $4,017.00 |

| Title III (263) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |
| | | | | **Budgeted Fund Source Amount** | $2,688.00 |
| | | | | **+/- Difference** | $2,688.00 |

| Student Activity (865) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 2 | Awards and Incentives | | $34,000.00 |
| 1 | 1 | 2 | lifeskills #22 | | $390.90 |
| | | | | **Sub-Total** | $34,390.90 |
| | | | | **Budgeted Fund Source Amount** | $38,745.53 |
| | | | | **+/- Difference** | $4,354.63 |

| Coke Activity Account (899) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| Coke Activity Account (899) | | | | | |
|---|---|---|---|---|---|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | Budgeted Fund Source Amount | $447.88 |
| | | | | +/- Difference | $447.88 |

| Faculty Account (897) | | | | | |
|---|---|---|---|---|---|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | $0.00 |
| | | | | Sub-Total | $0.00 |
| | | | | Budgeted Fund Source Amount | $2,109.17 |
| | | | | +/- Difference | $2,109.17 |

| Library Account (898) | | | | | |
|---|---|---|---|---|---|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| | | | | | $0.00 |
| | | | | Sub-Total | $0.00 |
| | | | | Budgeted Fund Source Amount | $1,640.39 |
| | | | | +/- Difference | $1,640.39 |

| Title IV (289) | | | | | |
|---|---|---|---|---|---|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | First Tec Challenge | | $595.00 |
| | | | | Sub-Total | $595.00 |
| | | | | Budgeted Fund Source Amount | $1,893.00 |
| | | | | +/- Difference | $1,298.00 |
| | | | | Grand Total Budgeted | $159,133.97 |
| | | | | Grand Total Spent | $97,222.65 |
| | | | | +/- Difference | $61,911.32 |

# Addendums

**Donna Independent School District**

**System Safeguards Missed Improvement Plan**

**Testing Dept.**

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

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**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

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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: | |
| --- | --- | --- | --- |
| 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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| 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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| 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** |
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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.** |
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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? | |
| If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | |

| Problem Statement 1: | | Annual Goal: | |
|---|---|---|---|
| Root Cause 1: | | Strategy: | |

## Interventions by Quarter

| Q1   (Aug. - Oct.) | Q2   (Nov. - Jan.) | Q3   (Feb. & March) | Q4   (April – June) |
|---|---|---|---|
| Q1 Goal: | Q2 Goal: | Q3 Goal: | Q4 Goal: |
| **Q1 Interventions** | **Q2 Interventions** | **Q3 Interventions** | **Q4 Interventions** |
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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. |
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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) |
|---|---|---|---|
| Q1 Goal: | Q2 Goal: | Q3 Goal: | Q4 Goal: |
| **Q1 Interventions** | **Q2 Interventions** | **Q3 Interventions** | **Q4 Interventions** |
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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.** |
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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? | |
| If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | |

| Problem Statement 1: | | Annual Goal: | |
|---|---|---|---|
| Root Cause 1: | | Strategy: | |

## Interventions by Quarter

| Q1 (Aug. - Oct.) | Q2 (Nov. - Jan.) | Q3 (Feb. & March) | Q4 (April – June) |
|---|---|---|---|
| Q1 Goal: | Q2 Goal: | Q3 Goal: | Q4 Goal: |
| **Q1 Interventions** | **Q2 Interventions** | **Q3 Interventions** | **Q4 Interventions** |
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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. |
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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) |
|---|---|---|---|
| Q1 Goal: | Q2 Goal: | Q3 Goal: | Q4 Goal: |
| **Q1 Interventions** | **Q2 Interventions** | **Q3 Interventions** | **Q4 Interventions** |
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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. |
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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? | |
| If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | |

| Problem Statement 1: | | Annual Goal: | |
|---|---|---|---|
| Root Cause 1: | | Strategy: | |

## Interventions by Quarter

| Q1 (Aug. - Oct.) | Q2 (Nov. - Jan.) | Q3 (Feb. & March) | Q4 (April – June) |
|---|---|---|---|
| Q1 Goal: | Q2 Goal: | Q3 Goal: | Q4 Goal: |
| **Q1 Interventions** | **Q2 Interventions** | **Q3 Interventions** | **Q4 Interventions** |
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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.** |
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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) |
|---|---|---|---|
| Q1 Goal: | Q2 Goal: | Q3 Goal: | Q4 Goal: |
| **Q1 Interventions** | **Q2 Interventions** | **Q3 Interventions** | **Q4 Interventions** |
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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.** |
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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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|---|---|---|---|
| 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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## 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? | |
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**Donna Independent School District**

**System Safeguards Missed Improvement Plan**

**Testing Dept.**

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

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**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
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4. Review data analysis
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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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## Interventions by Quarter

| Q1  (Aug. - Oct.) | Q2  (Nov. - Jan.) | Q3  (Feb. & March) | Q4  (April – June) |
|---|---|---|---|
| Q1 Goal: | Q2 Goal: | Q3 Goal: | Q4 Goal: |
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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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| 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?** | |
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| **If you did meet your annual goal, to what do you attribute your success?** | | **If you did meet your annual goal, to what do you attribute your success?** | | **If you did meet your annual goal, to what do you attribute your success?** | | **If you did meet your annual goal, to what do you attribute your success?** | |
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| Interventions by Quarter | | | |
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| **Q1   (Aug. - Oct.)** | **Q2   (Nov. - Jan.)** | **Q3   (Feb. & March)** | **Q4   (April – June)** |
| Q1 Goal: | Q2 Goal: | Q3 Goal: | Q4 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 Goal: | Q2 Goal: | Q3 Goal: | Q4 Goal: |
| Q1 Interventions | Q2 Interventions | Q3 Interventions | Q4 Interventions |
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| Q1 Goal: | | Q2 Goal: | | Q3 Goal: | | Q4 Goal: | |
| Q1 Interventions | | Q2 Interventions | | Q3 Interventions | | Q4 Interventions | |
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| Interventions by Quarter | | | |
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**Donna Independent School District**

**System Safeguards Missed Improvement Plan**

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

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| **Problem Statement 2:** | | **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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| Interventions by Quarter | | | |
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| Interventions by Quarter | | | |
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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** |
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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. |
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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? | |
| If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | |

| Problem Statement 1: | | Annual Goal: | |
| Root Cause 1: | | Strategy: | |

## Interventions by Quarter

| Q1 (Aug. - Oct.) | Q2 (Nov. - Jan.) | Q3 (Feb. & March) | Q4 (April – June) |
|---|---|---|---|
| **Q1 Goal:** | **Q2 Goal:** | **Q3 Goal:** | **Q4 Goal:** |
| **Q1 Interventions** | **Q2 Interventions** | **Q3 Interventions** | **Q4 Interventions** |
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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.** |
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| Problem Statement 2: | | Annual Goal: | |
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| 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 |
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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. |
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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?** | |
| **If you _did_ meet your annual goal, to what do you attribute your success?**<br><br>**If you _did not_ meet you annual goal, to what do you attribute your lack of success?** | | **If you _did_ meet your annual goal, to what do you attribute your success?**<br><br>**If you _did not_ meet you annual goal, to what do you attribute your lack of success?** | | **If you _did_ meet your annual goal, to what do you attribute your success?**<br><br>**If you _did not_ meet you annual goal, to what do you attribute your lack of success?** | | **If you _did_ meet your annual goal, to what do you attribute your success?**<br><br>**If you _did not_ meet you annual goal, to what do you attribute your lack of success?** | |

| Problem Statement 1: | | Annual Goal: | |
|---|---|---|---|
| Root Cause 1: | | Strategy: | |

## Interventions by Quarter

| Q1 (Aug. - Oct.) | Q2 (Nov. - Jan.) | Q3 (Feb. & March) | Q4 (April – June) |
|---|---|---|---|
| Q1 Goal: | Q2 Goal: | Q3 Goal: | Q4 Goal: |
| **Q1 Interventions** | **Q2 Interventions** | **Q3 Interventions** | **Q4 Interventions** |
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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.** |
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| **Problem Statement 2:** | | **Annual Goal:** | | |
| **Root Cause 2:** | | **Strategy:** | | |

| Interventions by Quarter |
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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** |
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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.** |
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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? | |
| If you **did** meet your annual goal, to what do you attribute your success?<br><br>If you **did not** meet you annual goal, to what do you attribute your lack of success? | | If you **did** meet your annual goal, to what do you attribute your success?<br><br>If you **did not** meet you annual goal, to what do you attribute your lack of success? | | If you **did** meet your annual goal, to what do you attribute your success?<br><br>If you **did not** meet you annual goal, to what do you attribute your lack of success? | | If you **did** meet your annual goal, to what do you attribute your success?<br><br>If you **did not** meet you annual goal, to what do you attribute your lack of success? | |

**Donna Independent School District**

**System Safeguards Missed Improvement Plan**

**Testing Dept.**

_____

**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: | |
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| Root Cause 1: | | Strategy: | |

| Interventions by Quarter | | | |
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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** |
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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. |
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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) |
|---|---|---|---|
| Q1 Goal: | Q2 Goal: | Q3 Goal: | Q4 Goal: |
| **Q1 Interventions** | **Q2 Interventions** | **Q3 Interventions** | **Q4 Interventions** |
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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. |
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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? | |
| If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success?<br><br>If you did not meet you annual goal, to what do you attribute your lack of success? | |

| Problem Statement 1: | | Annual Goal: | |
|---|---|---|---|
| Root Cause 1: | | Strategy: | |

## Interventions by Quarter

| Q1 (Aug. - Oct.) | Q2 (Nov. - Jan.) | Q3 (Feb. & March) | Q4 (April – June) |
|---|---|---|---|
| Q1 Goal: | Q2 Goal: | Q3 Goal: | Q4 Goal: |
| **Q1 Interventions** | **Q2 Interventions** | **Q3 Interventions** | **Q4 Interventions** |
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| Problem Statement 2: | | Annual Goal: | |
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| 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 | |
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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. | |
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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? | |
| If you did meet your annual goal, to what do you attribute your success? <br><br> If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success? <br><br> If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success? <br><br> If you did not meet you annual goal, to what do you attribute your lack of success? | | If you did meet your annual goal, to what do you attribute your success? <br><br> If you did not meet you annual goal, to what do you attribute your lack of success? | |

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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 | |
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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. | |
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| Interventions by Quarter | | | |
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| **Q1  (Aug. - Oct.)** | **Q2  (Nov. - Jan.)** | **Q3  (Feb. & March)** | **Q4  (April – June)** |
| Q1 Goal: | Q2 Goal: | Q3 Goal: | Q4 Goal: |
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| Quarter 1 Report | | Quarter 2 Report | | Quarter 3 Report | | Quarter 4 Report | |
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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? | |
| 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 Goal: | Q2 Goal: | Q3 Goal: | Q4 Goal: |
| Q1 Interventions | Q2 Interventions | Q3 Interventions | Q4 Interventions |
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## Interventions by Quarter

| Q1 (Aug. - Oct.) | | Q2 (Nov. - Jan.) | | Q3 (Feb. & March) | | Q4 (April – June) | |
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| Q1 Goal: | | Q2 Goal: | | Q3 Goal: | | Q4 Goal: | |
| 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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| Interventions by Quarter | | | |
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| 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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| 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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| Root Cause 2: | | Strategy: | |

## Interventions by Quarter

| Q1   (Aug. - Oct.) | Q2   (Nov. - Jan.) | Q3   (Feb. & March) | Q4   (April – June) |
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| **Q1 Goal:** | **Q2 Goal:** | **Q3 Goal:** | **Q4 Goal:** |
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| Quarter 1 Report | | Quarter 2 Report | | Quarter 3 Report | | Quarter 4 Report | |
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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?** | |
| **Are you on track to meet the annual goal?** | | **Are you on track to meet the annual goal?** | | **Are you on track to meet the annual goal?** | | **Are you on track to meet the annual goal?** | |
| **What if any, adjustments must be made in order to meet the annual goal?** | | **What if any, adjustments must be made in order to meet the annual goal?** | | **What if any, adjustments must be made in order to meet the annual goal?** | | **What if any, adjustments must be made in order to meet the annual goal?** | |
| **If you did meet your annual goal, to what do you attribute your success?** | | **If you did meet your annual goal, to what do you attribute your success?** | | **If you did meet your annual goal, to what do you attribute your success?** | | **If you did meet your annual goal, to what do you attribute your success?** | |
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**Donna Independent School District**
**Translation Procedure**

**Purpose:**

Donna I.S.D. will take practicable steps to ensure that parents, guardians, and other English Learners have access and equal opportunity to important school information. Information will be provided in an understandable and uniform format, and to the extent practicable, in a language that parents/guardians can understand [Section 1112(e)(4); 114(b)(4); 1116(e)(5); 1116(f)].

**Types of Translation Available:**

Language assistance will be provided through a bilingual staff interpreter, written translated materials and documents, and technology-assisted website translation capabilities.

**Data Used to Determine Translation Needs:**

Donna I.S.D. will conduct annual review of the language access needs of our parents, guardians, and others through review of the Home Language Forms, district/campus ethnicity data, and educator/parent/student feedback and requests.

Based on this analysis, the district has determined that they will provide information in the following languages:   Spanish

**Documents/Information to be Translated**:

The District/Campus(es) Improvement Plan(s) and the Parent Family Engagement written policy(ies) will be available in Spanish and available upon request verbally via an interpreter or via website translation capability.

Written parent newsletters from the Parent Family Engagement State-Wide Initiative will be provided to parents/guardians in the identified language(s).

School Parent Compact written information will be translated into the identified language(s). Teacher-Parent Conferences (Compact) will be conducted in the presence of a staff interpreter.

Written reports will be translated into the identified language for the parent/guardian. Further explanation or detail on the report will be provided to the parent/guardian via a staff interpreter.

**Monitoring:**

On an ongoing basis, Donna I.S.D. will assess changes in demographics, types of services or other needs that may require reevaluation of this procedure. In addition, Donna I.S.D. will regularly assess the efficacy of these procedures used for the delivery of language assistance.

**Donna Independent School District**
**Procedimiento de traducción**

**Propósito:**

Donna I.S.D. tomará medidas prácticas para garantizar que los padres, tutores y otros estudiantes de inglés tengan acceso e igualdad de oportunidades a información importante de la escuela. La información se proporcionará en un formato comprensible y uniforme, y en la medida delo posible, en un idioma que los padres/tutores puedan entender [Artículo 1112(e)(4); 114(b)(4); 1116(e)(5); 1116(f)].

**Tipos de traducción disponibles:**

La asistencia lingüística se proporcionará a través de un intérprete bilingüe del personal, materiales traducidos escritos y documentos y capacidades de traducción de sitios web asistidas por tecnología.

**Datos utilizados para determinar las necesidades de traducción:**

Donna I.S.D. llevará a cabo una revisión anual de las necesidades de acceso al idioma de nuestros padres,
tutores y otros a través de la revisión de los formularios de idioma del hogar, los datos de etnicidad del distrito / campus y los comentarios y solicitudes de educadores / padres / estudiantes.

En base a este análisis, la LEA ha determinado que proporcionará información en los siguientes idiomas: inglés y español.

**Documentos/Información a traducir:**

Los Planes de Mejoramiento del Distrito/Campus y las políticas escritas de Participación de la familia de los padres estarán disponibles en inglés y español y disponibles a pedido verbalmente através de un intérprete o a través de la capacidad de traducción del sitio web.

Se proporcionarán a los padres/tutores un boletín escrito de la Iniciativa Estatal de Participación de la Familia de los Padres en los idiomas identificados.

La información escrita de Pacto para padres de la escuela se traducirá a los idiomas identificados. Las Conferencias maestro-padre (Compact) se llevarán a cabo en presencia de un intérprete del personal.

Los informes escritos se traducirán al idioma identificado para el padre/tutor. Se proporcionarán más explicaciones o detalles sobre el informe al padre/tutor a través de un intérprete del personal.

**Monitoreo:**

De manera continua, Donna I.S.D. evaluará los cambios en la demografía, los tipos de servicios u otras necesidades que puedan requerir la reevaluación de este procedimiento. Además, Donna I.S.D. evaluará regularmente la eficacia de estos procedimientos utilizados para la prestación de asistencia lingüística.

# COMPREHENSIVE NEEDS ASSESSMENT (CNA) PROCESS

Griselda Alvarez
Federal Programs/SCE Director

# Vision

"All Donna ISD students are empowered with academic and life skills to boldly lead and achieve personal success in a global society."

# Mission

The mission of Donna ISD is to provide a rigorous and supportive learning environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students.

# Number One Outcome

To graduate all students per their expected graduation date, ready for college, career, or military

## Our Shared Beliefs

- Every child has the right to learn and deserves a passionate teacher in an engaging environment.
- Our schools are the responsibility of our community.
- Everyone thrives in a positive school culture that values respect, trust, diversity, and dignity.
- Establishing positive student, faculty, and parent relationships is key to student academic success.
- Teachers need to feel supported/motivated and provided with the necessary resources that will ensure student success.
- Social and emotional skills are developed from the elementary to the high school, leading to students finding their passion.
- All students deserve a quality and well-rounded education.

## DISD Strategic Plan Goals

- Goal 1: Focus on Student Success
- Goal 2: Focus on Family & Community Engagement
- Goal 3: Focus on Operational Excellence
- Goal 4: Focus on Employee & Organizational Excellence
- Goal 5: Focus on Financial Stewardship

# PURPOSE OF A CNA

- Purpose
  - Conduct a root cause analysis
  - Determine why gaps exist
  - Identify strengths and weaknesses
- Why?
  - Both state and federal guidelines require a comprehensive needs assessment to determine strategies, funding, and evaluation of programs and services.
  - The required stakeholders must be part of the process
    - ✓ parents
    - ✓ other members of the community
    - ✓ teachers
    - ✓ principals, or other school leaders
    - ✓ paraprofessionals
    - ✓ administrators
    - ✓ tribes and tribal organizations present in the community
    - ✓ If appropriate, specialized instructional support personnel, technical assistance providers
    - ✓ if the plan relates to a secondary school, students, and other individuals determined by the school

# HOW DO WE START THE CNA PROCESS?

➢ Establish committees for each focus area of the CNA and appoint committee chairperson;

➢ Determine which type of data will be collected and analyzed;

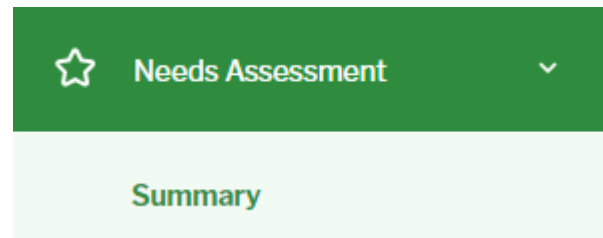| FOCUS AREA | POTENTIAL DATA TYPES | | |
|---|---|---|---|
| Demographics | • At-Risk by Category<br>• Attendance<br>• College, Career, and Military Readiness (CCMR) | • College/University/Dual Credit/Advanced Placement<br>• Enrollment<br>• Course/Class Assignments<br>• Enrollment<br>• Ethnicity<br>• Gender | • Mobility/Stability<br>• Rates of Graduation, Completion, and Dropouts<br>• Special Program Participation<br>• Teacher-Student Ratios |
| Student Achievement | • Advanced Course/Dual Enrollment Data<br>• College, Career and Military Readiness (CCMR)<br>• College Entrance Exams<br>• Course/Class Assignments<br>• Course/Class Grades | • College/University/Dual Credit/Advanced Placement Enrollment<br>• Graduation Plan Types<br>• Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts<br>• Results Driven Accountability (RDA) | • Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures<br>• State Assessment Data<br>• State and Local Student Assessment Data Tables<br>• Texas English Language Proficiency Assessment System (TELPAS) Results<br>• Texas Success Initiative (TSI) Data |
| School Culture and Climate | • Classroom and School Walk through Data<br>• Feedback Data<br>• Focus Groups | • Interviews<br>• Parent Conferences or Meetings<br>• Questionnaires | • Student Discipline Data (including Disproportionality)<br>• Surveys |
| Staff Quality, Recruitment and Retention | • Course/Class Completions, Grades, and Other Data<br>• Paraprofessional and Other Staff Qualifications<br>• Professional Development Data | • Rates of Graduation, Completion, Certificates of High School Equivalency, and Dropouts<br>• Recruitment and Retention Rates and Other Data<br>• Special Program Qualifications (Bilingual/ESL, Special Education, etc.) | • Staff Mobility/Stability<br>• Teacher Certification/Qualification Data<br>• Teacher-Student Ratios<br>• Texas Teacher Evaluation & Support System (T-TESS) and/or other Staff Effectiveness Data |

# CONT.

➢ Gather and analyze data;

  ▪ Look for patterns in the data that reveal trends or insights about the campus/district

  ▪ Write a brief statement for each area as it helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources

➢ Use probing questions;

➢ Finalize findings and identify/summarize strengths and needs

➢ Finalize plans for the upcoming school year based on these strengths and needs

➢ Make recommendations on staff development, materials, trainings, equipment, staffing, scheduling, etc.;

# DOCUMENTING FINDINGS ON PLAN4LEARNING

➢ Ensure CNA is entered into the Plan4Learning platform
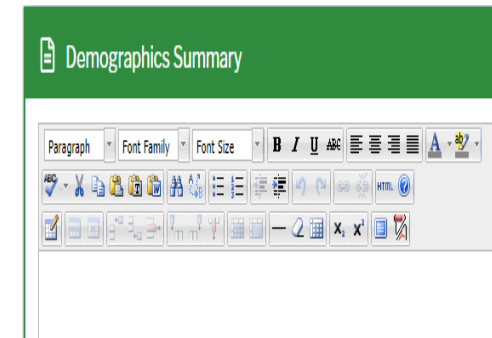
# CONT.

- Enter problem statement and root cause

# CONT.

- Check off data sources used to compile strengths, weaknesses, and recommendations

# UPLOADING DOCUMENTATION ON TITLE I CRATE

- Maintain meeting agendas, sign in sheets, and data sources used and upload on Title I Crate
- Log into https://auth.806technologies.com/login/plan4learning

- Make sure it says Title I Crate

## Sign In

galvarez@donnaisd.net

••••••••••

Title1Crate

# CONT.

- Click District Crate upload on the left hand side

# CONT.

- Scroll down to "M" End of the Year Documents

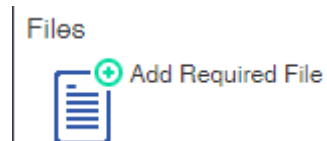| ⊟ **M** | **End of the Year Documents** |
|---------|-------------------------------|

- Click on #3 CNA Documentation

**3** | **CNA Documentation (Summary, meetings agendas, minutes etc. )**
🕐 06/24/2023   👤 Rebecca Castaneda   🔄 Change   📄 1 Required F

- Click the + add required file and upload your documents

Files

📄⊕ Add Required File

# QUESTIONS TO CONSIDER – DEMOGRAPHICS (GOAL 1)

- What percentage of the following student groups are enrolled?

    - Migrant – Do they return each year? What time of year?

    - Homeless/Foster – What services are available?

    - Special Education – Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify?

    - Bilingual – How effective are the services and supports provided in meeting the cognitive, linguistic and affective needs of EBs?

    - At-Risk - Does the district/campus only use state indicators or are local indicators also included? Which programs are available for students at-risk of dropping out? How are students targeted to participate and what is the participation rate?

    - Gifted - Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify when analyzed by race and ethnicity?

# PROFESSIONAL PRACTICES (GOAL 1)

- What is planned for professional development? Describe how professional development is planned and the current impact it provides.

- Do we include teachers and other staff in decision making? Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.

- What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?

- How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?

# STUDENT OUTCOMES AND PERFORMANCE (GOAL 1)

- Did all students, at a minimum, receive the same score as the previous year? Identify students who are designated as "Does Not Meet", "Approaches", "Meets", and "Masters".  If not, why?

- How do achievement rates of special education students compare with non-special education students? What plans are in place to support special education students? Their teachers?

- How do achievement rates of Section 504 students and students in other special programs compare with all other students? What plans are in place to support them? Their teachers?

- How do achievement rates of students in the six state special allotment programs (gifted/talented, CTE, Bilingual/ESL, SCE, High School Allotment, and Special Education) and the federal Title programs compare with all other students? What plans are in place to support them? Their teachers?

- What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?

# PARENTS/GUARDIANS AND COMMUNITY (GOAL 2)

- What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Join the military? Other?

- Are there universities and/or community colleges in our community? How do we interact with them?

- How do parents participate in the education of their child? Explain how participation rates are measured and the current data findings.

- What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do we know?

- How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.? How do we know?

- Are communications translated into languages other than English when needed?



COMMUNITY PARTNERS IN EDUCATION

# STAFF ENGAGEMENT (GOAL 1 AND 2)

- Do we retain teachers long term? Explain the turnover rate and how this compares with previous years

- How do we support inexperienced teachers? Discuss any staff mentoring results.

- How do teachers view the climate and culture of the district and campuses? Summarize any climate and culture survey reports.

- What are teachers' expectations for parental involvement? How do we know?

- Are effective procedures in place to promote safety? Do staff members feel safe? How do we know?

- What procedures are in place to involve staff in improvement planning? How are they included in decisions?

**Instructional Coaching**

# STUDENT ENGAGEMENT (GOAL 1 AND GOAL 4)

- What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?

- What support do we provide students struggling with behavior? Discuss results of any mentoring, peer mediation, etc. or other ways of reducing conflict.

- How do students describe their campus? How does this differ from teachers' descriptions?

- How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?

# STAFF QUALITY, RECRUITMENT, AND RETENTION (GOAL 1, GOAL 3, GOAL 4, GOAL 5)

- Are instructional paraprofessionals highly qualified? What types and levels of training do they have? What is the retention rate for paraprofessionals?

- What systems are in place to support new teachers? What strategies and structures are in place to build capacity?

- What support is available for teachers whose student performance is below district and/or state standards?

- How are the strengths of the most effective teachers shared with others?

- Are positions funded with state special allotment and federal funds reevaluated and adjusted every year for necessity and effectiveness?

- What professional development and resources are needed? How are these needs identified?

Instructional Coaching

PROFESSIONAL DEVELOPMENT

# QUESTIONS TO CONSIDER

- The link below contains more questions for your consideration when working on your CNA

- CNA questions to consider

# LAST STEP - BUDGET

- Using the district and/or campus improvement plan on plan4learning, identify Goal, Performance Objective, and Strategy that addresses the need (go back to your root causes, what strategies or activities will directly address the root causes?)

⊖ **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

# CONT.

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

**Edit**

**Add Funding Source**
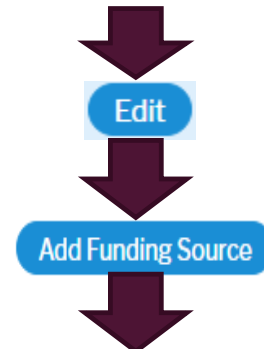
| Resources Needed | Curriculum Resource Review (CR2): Teacher teams across contents and grade levels will mee | FTE |
|---|---|---|
| | Title II Teacher/Principal (255) > · Optional Account Code · $ 117,544 | |

| Resources Needed | Summer Curriculum Updates: Content strategists will work on updating curriculum document | FTE |
|---|---|---|
| | Title I (211) > · 211.13.6118.00.933.24.0.C\ · $ 56,140 | |

| Resources Needed | Locally Funded Instructional Programs: Istation ($195,762.60), Edusmart ($30,400), DBQ Onl | FTE |
|---|---|---|
| | Local (199) > · 199.11.6399.XX.XXX.XX.X.) · $ 260,312.60 | |

# BREATHE

- Once you have tied your activities and budget to the CIP;