

**Donna Independent School District**  
**A.P. Solis Middle School**  
**2022-2023 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!

# Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	14
Goals	16
Goal 1: A.P. Solis will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in 6th-8th grade that will result in more students reading on or above grade level.	17
Goal 2: A.P. Solis will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.	24
Goal 3: A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to increase the percentage of graduates demonstrating college/career/military readiness.	40
Goal 4: AP Solis will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.	48
Goal 5: A.P. Solis will provide students and all stakeholders with a safe and nurturing school environment that supports academic success and provides meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking inclusive of all student populations.	61
Goal 6: A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.	83
Campus Funding Summary	91
Addendums	97

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Our campus expectations reveal that quality instructional opportunities and experiences to develop all learners to be self-reliant, responsible contributors in our global community. Data reveals that through the implementation of the mentioned programs and intervention methods currently in place at A.P. Solis, low performing students continue to show gains steadily. It is through constant teamwork, action plans, differential classroom strategies, classroom structures, organization input and analyzing data that we aim at continuing to improve student performance for all. Keeping in mind that student performance is a work in progress we will continue to implement effective interventions that enhance low student performance throughout the year to prepare them for post secondary education.

### NEEDS BY CRITICAL SUCCESS FACTORS

#### CSF1 - ACADEMIC PERFORMANCE

##### Math

- Math STAAR classes to help students meet standards
- Need for smaller class sizes in Math
- More Math rewards/incentives
- Math tutoring to help address learning loss due to COVID Pandemic.

##### Reading

- Reading tutoring to help in addressing learning loss due to COVID Pandemic.
- Student tutors to help in Reading (AVID)
- Specialized Reading (Guided Reading) instruction to help increase scores
- Co-reading teachers to assist with intervention and differentiated learning
- Smaller class sizes to help students meet standards.

#### CSF2 - QUALITY DATA TO DRIVE INSTRUCTION

- Provide incentives based on job description such as ELA, AR testing, STAAR Reading, STAAR Reading Camps
- Need to have more incentives for Writing and ELA teachers
- Have strategist model classes for teacher
- Math, Reading, Writing, Science, and Social Studies Camps

### CSF3 - LEADERSHIP EFFECTIVENESS

- Economically disadvantaged, LEP, Sp. ED. are given the opportunity to participate in all academic, extra-curricular activities.
- Discipline referrals have increased from last year, as has our enrollment and our student to teacher ratio. Discipline efforts continue to encourage and motivate students to join a campus group(Leadership class).
- Increase opportunities for other elective classes to attract others that do not incline towards Band, Athletics, Art or Choir.
- Students in certain classes have taken the initiative to help beautify our campus and feel proud to be a student at A.P. Solis.

### CSF4 - INCREASE LEARNING TIME

- High impact interventions for students
- Close educational gap of students
- Camps and tutorials that target students' needs

### CSF5 - FAMILY AND COMMUNITY ENGAGEMENT

- More community involvement such as speakers, assemblies for students and parents. We need more Parent Volunteers
- Monetary Resources for functions
- Community needs to invest more in our childrens' education

### CSF6 - SCHOOL CLIMATE

- Need to continue to improve with discipline.
- Need to continue to empower staff members.
- Need to continue to enforce DMP
- District consideration to incentives and stipends for other content areas impacting student performance.
- Instructional Planning Period for TEAMS

### CSF7 - TEACHER QUALITY

- Effective Staff Development
- Communication and Collaboration with staff
- Implementation of programs

# Demographics

## Demographics Summary

A.P. Solis Middle School counts with a significantly higher percentage of students in all categories listed. (Economically Disadvantaged, Non-Educationally Disadvantaged, LEP/ELL, Students w/Disciplinary Placements, At-Risk, Mobility) Many students in our community come from nearby colonias and others come from the southern part of Donna. Our economically disadvantaged percent is increasing and is close to 100%. Our LEP/ELL percentage has also increased about 3%. The at-risk population and mobility rates have fluctuated slightly in the past three years. Our mobility rate is about 6% which is higher than the state average. Our total staff has declined from the start of 2019-2020 as the teams were downsized in 6th and 7th grade.

For 2021-22 the peak enrollment for A.P. Solis has been at **(736)** students consisting of: Hispanic: 99.05% (**99.05**); White: .082% (**.82**); 1%; African American .0% (**0**); Male: 52%; Female: 48%

Breakdown by Ethnicity: 6th Gr. Black **(0)**; Hispanics **(207)**; White **(1)** 7th Grade Hispanic **(249)** White **(2)** **American Indian/Alaskan Native (1)** 8th Grade: Hispanics **(273)** Asian **(0)** **White (3)**

Breakdown by Gender: Solis Total: F **(340)** M **(396)**

1. GT: **(59)**; LEP: **(430)**; SpEd:**(87)**; Migrant:**(25)**; Immigrants: **(12)**; 504:**(47)**; Ethnicity at our campus is 99% Hispanic, so
  - 6th-grade enrollment 208; 7th-grade enrollment; 252; 8th-grade enrollment 276; TOTAL enrollment: 736 Based on the above information and compared to last year, we have about 113 less students this year. In 6th grade, we have 61 less students; 7th-45; and 8th-7.
  - Students in GT: 59; LEP 430; Spec. ED: 87; Migrant: 25; Immigrants: 12; 504: 47
  - Categories that favor females: GT, Immigrants; and the category that was almost the same was: Migrant
  - The majority of all our special pops are Hispanic. In reference to gender, the following categories have more males than females: 504, Sped, ESL.
  - A high percentage of minority teachers
  - Total staff is 90: 55 females and 35 males
  - The Student-to-teacher ratio is about 25 to 1 in 6th Grade and 7th-grade Rdg. and Math, and 18 to 1 in 7th Grade Science, SS and Writing and 8th grade all subjects. These ratios have had a positive impact on our academic performance.
  - 583 students are at At-Risk

## Demographics Strengths

1. Low core teacher turnover rate.
2. All student populations are given the opportunity to enroll in HS credit courses.
3. Engagement and involvement in student learning.
4. A high percentage of minority teachers representative of student demographics.
5. Teachers are highly qualified to teach in their content area.
6. An environment that is structured and conducive to student learning.
7. Stability in the areas of administration, teacher, and discipline.
8. Teacher retainment above 85%.

### **Problem Statements Identifying Demographics Needs**

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

**Problem Statement 2:** Increase of student to teacher ratio that affects small group and targeted instruction. **Root Cause:** Reduction from 3 teams in each grade level to 2 in both 6th and 7th grade as well as 8th grade Math and 8th grade SS.

**Problem Statement 3:** Need for additional teachers for STEM. **Root Cause:** Attrition in the district will not allow for growth and additional teachers in these areas.

# Student Learning

## Student Learning Summary

### Definition

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights into the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study. Data is disaggregated and teachers utilize data to target specific needs/weaknesses and students in need of intervention. Every six weeks teachers create Plans of Action that target specific TEKS and Instructional Strategies. Data reflects that the curriculum is aligned but instruction needs to be modified to ensure mastery of TEKS. Scores are slowly increasing with the interventions that were provided and successful. Our campus will continue to address student achievement by implementing effective interventions that enhance low student performance throughout the year to prepare them for post-secondary education.

In previous years academic growth was seen with different populations of students such as LEP and SPED across their diagnostic tests and within the classroom. Comparisons were made between assessments as the year progressed and this year's remote learning growth was mostly via the student's technical abilities and skills as the TEA gave options to participate on STAAR tests.

Prior to this virtual learning year, there had been a steady growth in the area of Math as indicated below (decline in 2021 is also shown):

6th grade: 2018 75.24% to 84.21% to 88.89% and in 2019 91%, LEP from 48.53% to 74% to 81.19% and in 2019 89%, 2022 72.41% and SPED from 50% to 85% to 85.71% and in 2019 75% and now in 2020 a 91% approaches, 2022 SPED 75% (2021 6th Grade STAAR 154 students participated 34.42% Approaches) now Spring 2022 76.73% reaching approaches,

7th grade: 47.27% to 68.06% to 74.19% and in 2019 86% and SPRING 2022 7th grade 73.68% reaching approaches, LEP from 16.44% to 50.59% to 60.2% and in 2019 and in Spring 2022 moving up to 69.5% 83% and SPED from 20% to 25% to 73.91% and in 2019 68% and now in 2020 am 86% approaches (2021 7th Grade STAAR 158 students participated 26.58% Approaches), SPED SPRING 2022 68.13%, SPRING 2022 78.95% APPROACHES, LEP 75.18% AND SPED 63.18%

8th grade: 84.47% to 91.11% to 93.51% and in 2019 and SPRING 2022 8th grade 75.32% reaching approaches in Math, LEP from 62.96% to 85.07% to 91.3% and in 2019 Spring 2022 69.23% and SPED from 60% to 80% to 70% and in 2019, SPRING 2022 28.12% (2021 8th grade STAAR 97 students participated 14.43% Approaches) and in 2022 down to 28.12%, SPRING 2022 63.27%, LEP 48.1%, SPED 33.33%

In Reading the growth has been:

6th grade: 58.06% to 60% SPED from 50% to 84.21% declining to 28.57% 2019 62% LEP 53% and SPED 41%, In 2020 it has been based on bundles and assessments: 44% LEP 31% and SPED 9%, (2021 6th Grade STAAR 142 students participated 38.03% Approaches), SPRING 2022 54.95% REACHING APPROACHES, LEP 43.97%, SPED 15%

7th grade: 49.34% to 51.79% to 68.35% and In 2019: 63% LEP: 51% SPED: 28%. In 2020 it has been based on bundles and assessments: 47% LEP 37% and SPED 22%, (2021 7th Grade STAAR 149 students participated 40.27% Approaches)

8th grade: 73.01% to 83.26% to 79.52%, LEP from 30.36% to 56.16%, to 60% and SPED from 50% to 75% decreasing to 18.18%. In 2019: 78% LEP: 61% SPED: 37%. In 2020 it has been based on bundles and assessments: 45% LEP 29% and SPED 8.37%. (2021 8th grade STAAR 115 students participated 40.87% Approaches)

In Science 8th grade has gone from 62.16% to 80.2% down to 75.21% and LEP from 27.78% to 57.63% down to 54.32%. In 2019: 83% LEP: 68% SPED: 53%. In 2020 it has been based on bundles and assessments: 57.3% LEP 54.28% and SPED 44.29%, (In 2021 8th Grade STAAR 102 participated and 32.35% approaches)

In Social Studies 8th grade has gone from 56.56% to 84.92% down to 75.21%, LEP from 24.53% to 66.07% down to 54.88% and SPED from 25% to 100% down to 50%. In 2019: 79% LEP: 66% and SPED: 65%. In 2020 it has been based on bundles and assessments: 78.84% LEP 71.99% and SPED 55.16%, (In 2021 8th Grade Social Studies STAAR



106 participated and 42.25% approaches).

#### NEEDS:

1. Need for more HQ core and elective teachers to reduce student to teacher ratio.
2. Need for 4 "working" computers in each classroom.
3. Need for tutors/retired teachers/college tutors to help address learning loss due to COVID pandemic
4. Additional elective teachers as 7th grade will be adding an elective.
5. Extra support classes in Reading and Math to help students become more successful.
6. Design and revise curriculum to align to produce more content specific engaging activities.
7. Restructure classrooms to become technology device friendly (outlet locations, furniture, mounted projectors and access points)

#### Student Learning Strengths

1. All content areas have technology baseline equipment (Smartboard, Laptop, Projector, and document camera in the classroom).
2. Students have virtual access to library resources.
3. Three computer labs with printing access available.
4. In data review, there is projected growth in reviewing bundles, comprehensive and benchmark data as there was no STAAR data for comparison this school year. Data indicates growth and progress among both LEP and SPED populations.
5. Math LEP scores have shown gains each year.
6. Additional Co-Teachers in Reading and Math are needed to assist with the intervention and instruction of LEP students.
7. Intervention programs are helping in meeting the instructional needs of the students with LPE and SPED benefiting the most.
8. Targeted and focused Reading instruction has been used to help improve the Reading scores of Guided Reading students with the implementation of the intervention period, Guided Reading, Algebra Readiness Class, TTM/Imagine Math, and Istation.
9. Guided Reading teachers assist with the instruction and intervention of students.
10. Using 6th and 7th-grade data: Reading scores have shown slight improvement each year.

#### Problem Statements Identifying Student Learning Needs

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

**Problem Statement 2:** Reading is the area with the least amount of growth. **Root Cause:** Reading level gaps are more than one year and do not have co-teachers as Math does.

**Problem Statement 3:** Need for differentiated curriculum that aligns to produce more content specific engaging activities. **Root Cause:** Although curriculum is aligned to TEKS, differentiated activities require additional planning so that alignment continues as well as targeted instruction.

# School Processes & Programs

## School Processes & Programs Summary

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes. The District Curriculum Collaborative provides evidence the curriculum is linked to the TEKS and other standards for student learning. Data is disaggregated and teachers utilize aware to target teach specific needs/weakness and students in need of intervention. Every six weeks teachers create Plans of Action that target specific TEKS and Instructional Strategies. Data reflects that curriculum is aligned but instruction needs to be modified to ensure mastery of TEKS. The curriculum and instruction utilized are rigorous, relevant and engaging that focus on knowledge acquisition and applicability. We also have district meetings called Professional Learning Communities (PLC's) where departments meet with teachers to ensure all learners are successful. The district and campus support learning by providing Professional Development that targets specific student populations and their needs. These staff developments are implemented to keep our staff up to date with local, state and federal mandates to meet our students' needs.

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns. A.P. Solis maintains a 100% highly qualified staff and the retention rate is within the state average. The majority of our teachers have taught for about 3-7 years. A small percentage of our teachers are relatively new to the profession. The District offers support to the new staff by providing a New Teacher Orientation and Campus Orientation. We continue to focus on retaining more teachers to change the percentages of new staff. The Professional Development and Campus Level Planning Committee (CLPAC) are in place to build capacity and support the notion of continuous improvement. Highly effective staff is assigned to work with the highest needs students by their performance, Certifications, Endorsements, ei. ESL, Sp. Ed. and AVID. A.P. Solis is further committed to introduce innovative implementation as set forth by the district to improve support and integration of instructional methodology and delivery. A. P. Solis is committed to increasing the number of teachers who are ESL, GT and AP certified through selective hiring and professional development with focus areas in Sheltered Instruction, KAGAN, AVID, PLC's, Inclusion Support Model for SPED, Technology and Quality Instruction. Furthermore, A. P. Solis is committed to introducing new implementations by the district to improve support and integrating instructional support.

A.P. Solis is focused on student needs and teachers represent a broad range of experience and skills. Our campus has made a commitment to dedicated time in the master schedule for professional learning communities to support conferencing and initiatives geared to meet the needs of students. Our professional development schedule provides all the opportunities for support to learn and focus on campus and curriculum initiatives. Our challenge is to develop a mindset among our staff focused on the learning questions of Professional Learning Communities. A.P. Solis is committed to help teachers by using the following data to improve professional learning: staff surveys and/or feedback, campus department and/or faculty meeting discussions, CLPAC and data, professional development needs assessment data, evaluations for professional development implementation, and teacher TTESS data will ensure staff retention, quality and support.

## School Processes & Programs Strengths

1. A highly qualified staff.
2. Staff members receive ongoing professional development through campus/district initiatives.
3. Quick adaption to distance learning due to pandemic.
4. Increased school safety training and new security measures/red key.
5. A high percentage of minority teachers representative of the population served.
6. Collaboration of Assessment & Curriculum through instructional planning days allows for strategic plans and focus.
7. Curriculum updates are done every summer and adjustments made by teachers throughout the year to meet needs among the student population served.
8. Lessons plans are designed to include focused and targeted instruction and intervention.
9. Instructional design and delivery are key and a focus at A.P. Solis to increase student engagement and critical thinking.
10. Identified weak TEKS are spiraled into lesson plans to ensure mastery.
11. Desegregation of data is conducted periodically by teachers and campus followed by a realignment of target and focus.

12. RTI process ensures interventions are in place and progress monitoring is implemented with fidelity to provide necessary additional supports.
13. District/Campus provides staff development to meet the identified needs retrieved through data analysis and desegregation.
14. Bundle exams have been restructured to ensure TEKS are assessed within the instructional scope.
15. Camps and intervention periods are two methods currently used to target student needs.
16. Administrative support through the provision of resources.
17. Systemic models of learning such as the 5E to maximize learning.
18. Teachers have secured certification in their content/subject or currently enrolled in teacher certification programs.
19. Teachers working with GT/AP, ESL, and/or Special Education, also possess their required certification.
20. Instructional paraprofessionals working with students are also highly qualified and possess a minimum of 48 college hours.
21. Teachers are afforded the opportunity to explore context through professional development sponsored through other entities and future training to expand rigor.
22. A Professional Development schedule provides staff with the opportunity and support to learn and focus on campus and curriculum initiatives.
23. To improve staff quality, data and feedback is provided through walk-throughs and posted immediately on AWARE.
24. Incentives for teaching Math, Science, Special Education are offered by the district and supported by the campus.
25. Staff that has ESL and Special Education Certification and/or specific training are assigned to work with target populations.
26. Mentoring opportunities allow for new teachers to learn from veteran teachers.
27. New teachers are observed by mentors, strategists, admin., and meet daily with their assigned team for planning.
28. PLC's/after-school training also offer a means for clarification and feedback.
29. Opportunity for various time equivalency staff developments such as Atomic Learning, MTTs, GT updates, Kagan coaching, and Techie Tuesdays.
30. Surveys to establish a need and determine prof. dev. Training, evaluations after training,
31. Professional developments decided by administration, directors, and in some cases department heads.
32. Kagan coaching, sheltered instruction update, ExCell training update, PLCs, CPI, and Inclusion training.
33. Common conference time.
34. Teacher retention rate within state average.
35. The teacher evaluation system allows for growth through feedback.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Instructional time allotment is a contributing factor in performance. **Root Cause:** 50 minute instructional classes does not allow for sufficient focus on objectives tested.

**Problem Statement 2:** Develop a mindset among staff focused on the learning questions of Professional Learning Communities. **Root Cause:** Need for district wide systemic training on the identification, evaluation, intervention and aspects associated with PLC's and meeting student needs.

**Problem Statement 3:** Morale low among the staff. **Root Cause:** Reduction of funding in addition to reduction of staff contributes to less individualized support for students.

# Perceptions

## Perceptions Summary

*School Culture and Climate* refer to the organization's values, beliefs, traditions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affect how people interact within the system. Our campus supports decision-making bodies to make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be part of solutions to identified problems. Students/parents complete a student/parent climate survey an opportunity given to be heard and voice their opinions. Teachers/staff are given a climate survey where they can address their opinions. Our campus has an open door policy where various committees and decision-making bodies play a crucial role in providing solutions. Some committees are DLPAC, CLPAC, Parental Involvement Meetings, Faculty Meetings, and Parent Orientation Training. Other support school groups: AVID, Migrant, Safe Schools, Campus Counseling Services, Student Panel, and Parent Portal.

Students describe A.P. Solis as a school where high expectations in academics are expected, discipline and structure are implemented. The students understand that acknowledgment and praise for hard work in class, good attendance, and excellent behavior will be rewarded and strive to become part of that culture. Therefore, teachers follow guidelines and the school mission to expect the best from each student. Students and staff feel very physically safe at A.P. Solis Middle school.

Students feel that the academic expectations are exceptional. Students understand that the expectations at this campus are set high and that they are expected to meet those expectations. Staff feels that the academic expectations are set high for students and staff. Students and teachers feel that the behavioral expectation is set at a high standard which allows students and teachers to feel that they are safe at school. Students and staff feel that the extracurricular expectations are that students be involved in something, so they feel invested and feel ownership in their school.

Staff and students follow rules and guidelines set by the school and district. Students demonstrate this by attending class, completing assignments, projects, participating in class discussions, and student engagement activities. Staff demonstrates this by attending meetings, collaborating, calling parents, and participating in student engagement activities.

Data shows that classroom management and organization are good. Disciplinary referral counts are low. When this is compared to classroom achievement data, it demonstrates high achievement since students are learning and in the classroom a majority of the time.

Data reflects that gang, substance abuse, weapons, and other safe school areas are low. Students that were involved were affiliated with gangs and certain demographic areas. Students that had these issues received counseling with Licensed Professional Counselor.

### Needs:

- Consistent disciplinary measures throughout grade levels and teams.
- Additional Incentives for students :(various opportunities for students to be recognized, each core area to recognize a student per six weeks instead of one student per team)
- Re-examine fairness in discipline consequences and a more relaxed structure during passing periods

### Teacher Value:

- Admin to provide feedback via email about referrals and consequences for teacher's referrals especially when all steps have been made by the teacher
- Consequences for infractions outside of the classroom to be equal to infractions in the classroom

- A push for a stipend for reading teachers due to the additional duties they perform plus the reading is teaching two subjects
- Push for equality when scheduling during testing and training.
- Equality with moving conference periods to help better facilitate afterschool training
- Implement team planning to help eliminate issues regarding student issues that teacher need to be aware of

### Perceptions Strengths

1. Feedback from the Teacher Survey demonstrates that a safe and positive environment is felt by both staff and students with specific strengths in camaraderie among the staff.
2. A.P. Solis promotes higher-level thinking, challenging curriculum, GT Fair, Science Fair, History Fair, therefore displaying the mission of challenging educational experiences for all students.
3. High academic and behavioral expectations
4. There is cohesiveness among the staff as evident through collaboration and building of strong professional relationships that build morale.
5. There is a sense of respect that has been built around high expectations and the belief that the campus is "THE BEST".
6. Students describe the school climate as a positive school to attend, exhibiting pride in their overall success.
7. Students buy into the daily positive reminders promoting Solis as the "best" middle school with the best teachers and students.
8. Discipline Referrals continue to drop as evident over the last 4 years.
9. Parents are happy with their children being at Solis.
10. Open Communication with Parents.
11. Administrative support regarding discipline and high behavioral expectations.
12. A variety of extracurricular activities for students to choose from.
13. Student recognitions such as A & B Honor Roll, Perfect Attendance, Imagine Math, AR, EOY Field Day, EOY Awards, Citizenship award, and individual team recognitions.

### Problem Statements Identifying Perceptions Needs

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

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

**Problem Statement 3:** Disparity among overflow classrooms. **Root Cause:** With the downsize to 2.5 teams, sense of belonging is lost leading to unhealthy competition and relationships affecting team building.

**Problem Statement 4:** Increases in behavior related incidents impacting instruction. **Root Cause:** Increase of class size and ratio.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

## **Employee Data**

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

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data



# Goals

**Goal 1:** A.P. Solis will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in 6th-8th grade that will result in more students reading on or above grade level.

**Performance Objective 1:** A.P. Solis will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, TPRI/Tejas LEE, PBMAS) and Federal/ESSA with a target goal of 70% Master's level on STAAR and an increase of one level's growth on TELPAS for all ELL students.

**Evaluation Data Sources:** STAAR Assessment Results (Masters Level 70%)  
 TELPAS Assessment Results (Increase by one level from previous year)





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will use the district curriculum and instruction guide as their primary sources of instructional direction for all subject areas.  <b>Strategy's Expected Result/Impact:</b> Increased number of students meeting or exceeding STAAR standards per core content area. <b>Staff Responsible for Monitoring:</b> Campus Principals, DEANS, Curriculum Specialists, Campus Administration.	Formative			Summative
	Sept	Dec	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday the appropriate allocated minutes and implement and monitor required lesson plans/ for Reading, ELA, Writing, Math, Science, and Social Studies.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance as measured by District and State assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals, DEANS, Curriculum Specialists, Campus Administration.</p> <p><b>Funding Sources:</b> - Title I (211)</p>	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Obtain and provide program manipulatives, models, consumables, non-consumable materials, student agenda/planner and any other classroom instructional materials or resources for all core content areas (Reading, ELA, Writing, Math, Science, Social Studies, STEM). and all student populations including accessibility to technology and literacy programs such as Istation and Myon.</p> <p><b>Strategy's Expected Result/Impact:</b> Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR, TELPAS, TPRI, Tejas Lee, &amp; PBMAS)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Executive Directors, and Core Content Directors.</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> - Title I (211) - 211.11.6399.00.045.24.0.00 - \$4,000, - Title II Teacher/Principal (255) - 255.11.6399.11.045.24.0.00 - \$2,956, - Title III (263) - 263.11.6399.00.045.25.0.00 - \$12,166, - Title IV 289 - 289.11.6399.00.045.11.0.00 - \$0, - GT (168) - 168.11.6399.00.045.21.0.00 - \$2,818, - Bilingual (162) - 162.11.6399.00.045.25.0.00 - \$1,741, - Bilingual (162) - 162.11.6399.00.045.25.0.00 - \$10,427, - Local (199) - 199.11.6399.00.045.11.0.00 - \$6,599, - 266.11.6399.00.045.24.0.00 - \$0</p>	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELLs, research based instructional strategies for CCRS, classroom management, and discipline (teaching) for appropriate behavior, AVID Training, CAST Science Training, RGVSA, RGVCTM, Texas Assessment Conference , Region I, TASA, TASSP, TEPSA, and other ESC's.  <b>Strategy's Expected Result/Impact:</b> Professional Development District Plan, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals.  <b>Staff Responsible for Monitoring:</b> Executive Directors, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director and Bilingual Director.  <b>Funding Sources:</b> Travel-Employee Only - Title II Teacher/Principal (255) - 255.13.6411.00.045.25.0.00 - \$0, - Title III (263) - 263.13.6411.00.045.025.0.00 - \$250, - Title IV 289 - 289.31.6239.00.045.11.0.00 - \$0, Regional Education Services - Title II Teacher/Principal (255) - 255.13.6239.00.045.24.0.00 - \$0, - Title I (211) - 211.13.6239.00.045.24.0.00 - \$0, - Local (199) - 199.11.6239.00.045.11.0.00 - \$5,600, - Title II Teacher/Principal (255) - 255.23.6411.00.045.24.0.00.0, - Title II Teacher/Principal (255) - 255.13.6411.00.045.24.0.00.0 - \$1,500	Formative			Summative
	Sept	Dec	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Monitor implementation of best instructional practices presented during professional development and all staff training.  <b>Strategy's Expected Result/Impact:</b> Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes.  <b>Staff Responsible for Monitoring:</b> Executive Directors, Core Content Directors, Campus Administration, and Teachers.	Formative			Summative
	Sept	Dec	Mar	June





Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Improve supports to struggling learners by improving interventions, high-impact tutorials, resources, and training, and articulate those interventions in documented meetings, lessons, parent contracts, team meetings, data analysis, and revolving follow up. <b>Strategy's Expected Result/Impact:</b> Decreasing number of struggling students requiring tutoring and/or intervention. <b>Staff Responsible for Monitoring:</b> Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, Executive Directors, Bilingual Director, Chief of Special Programs and Chief Academic Officer.  <b>- TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> - Title I (211), - ESSER III (282) - \$11,759	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> A.P. Solis will implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Software, Accelerated Reading, Student Portfolios, Kagan Strategies, Sheltered Instructions for bilingual students, ELL's, and College Readiness Activities, Reading, ELA, Writing, Math, Science, and Social Studies and provide training opportunities in these areas.  <b>Strategy's Expected Result/Impact:</b> Walkthroughs and Increased student performance as measured by district and state assessments. <b>Staff Responsible for Monitoring:</b> Executive Directors, Core content Directors, Campus Administration, and Teachers.  <b>Funding Sources:</b> - Title I (211)	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> AP Solis will implement standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators.  <b>Strategy's Expected Result/Impact:</b> Gradebook <b>Staff Responsible for Monitoring:</b> Executive Directors, Content Directors, Campus Administration, and Teachers.	Formative			Summative
	Sept	Dec	Mar	June

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide educational program requirement and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools through provision of instructional teaching supplies and resources.  <b>Strategy's Expected Result/Impact:</b> District Assessment Results and State Assessment Results. <b>Staff Responsible for Monitoring:</b> Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration.  <b>Funding Sources:</b> - Title I (211) - 211.11.6399.00.045.24.0.00 - \$0	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessment and the district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum and instructional programs in relation to achieving balanced literacy.  <b>Strategy's Expected Result/Impact:</b> Assessment Reports <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Curriculum and Instruction, Content Directors, Special Program Directors, and Campus Administration.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Training from Region I Speakers, Consultants, and opportunities to attend trainings sponsored by Region I, TASA, TSCA Counselor Conference.  <b>Strategy's Expected Result/Impact:</b> Sign-In Log, Certificates. <b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, Content Directors, Assistant Superintendent for C & I.  <b>Funding Sources:</b> Professional Development Administration - Title II Teacher/Principal (255) - 255.23.6239.00.045.24.00 - \$500	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** A.P. Solis will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in 6th-8th grade that will result in more students reading on or above grade level.





**Performance Objective 2:** Bilingual/ESL: AP Solis will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train teachers on pedagogy (sheltered instruction, inter al.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction to ELLs (Pearson, National Geographic, Houghton Mifflin, American Reading, Scholastic grammar books, Millmark Education, Poetry Friday, etc.).  <b>Strategy's Expected Result/Impact:</b> requisitions; use in classrooms; inclusion in lesson plans <b>Staff Responsible for Monitoring:</b> ELA Directors, Campus Administrators	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain up-to-date instructional technology in ESL, ELD and LUCHA classrooms order to serve campuses and students more effectively.  <b>Strategy's Expected Result/Impact:</b> use of technology in instruction; enhanced TELPAS and STAAR scores for students utilizing technology <b>Staff Responsible for Monitoring:</b> Director	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Train and oversee ELD, ESL, Guided Reading, Writing and Math ESL co-teachers, ensuring they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the ELLs they serve.  <b>Strategy's Expected Result/Impact:</b> enhanced student performance; joint planning with teacher of record; lesson plans with integrated sheltered instruction <b>Staff Responsible for Monitoring:</b> Director; ELA and math director; academic officers; ELA and ELL strategists	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> ) Implement programs such as LUCHA/ASKME, Succeed Math, Reading A to Z, Imagine Math, and Istation so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English.  <b>Strategy's Expected Result/Impact:</b> student scores; walkthroughs; lesson plans <b>Staff Responsible for Monitoring:</b> Director; ELL strategists	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** A.P. Solis will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The district will implement a balanced literacy program in 6th-8th grade that will result in more students reading on or above grade level.

**Performance Objective 3:** Migrant: AP Solis will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Determine individual needs for instructional and support services that will: Identify available resources and make referrals to address said needs such as attendance, drop prevention program; Coordinate with the entities to ensure that the child has access to the appropriate services; and follow-up to monitor and document progress. <b>Strategy's Expected Result/Impact:</b> Student Accountability Logs, Student Conference Logs, Daily Attendance Report, Attendance Logs <b>Staff Responsible for Monitoring:</b> Migrant Strategists; Migrant Lab teachers; Core subject area teachers; Campus Administrators; Academic Counselors; Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Offer supplemental instruction to PFS or Migrant students in the core content areas and tutorials in the Migrant Lab and/or through a Migrant External Tutor. <b>Strategy's Expected Result/Impact:</b> Progress reports; Report Cards, Bundle Tests, Benchmarks and campus Assessments; proposal for External Tutors. <b>Staff Responsible for Monitoring:</b> Campus administration; Migrant Strategist; Migrant Staff, Academic Counselors	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Prioritize instructional and support services for targeted PFS students first before regular migrant students by: tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas. <b>Strategy's Expected Result/Impact:</b> Student Accountability Logs, Home Visitor Forms, Parent Contact Logs <b>Staff Responsible for Monitoring:</b> Campus administration. Migrant Strategists, Campus Migrant Staff,	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 2:** A.P. Solis will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

**Performance Objective 1:** A.P. Solis will focus on instructional improvement resulting in all students meeting goals for all accountability measures. Applies to all content instructional areas - Reading/ELA, Writing, Mathematics, Science, and Social Studies. Applies to District, State (STAAR, EOC, TELPAS, TPRI/Tejas LEE, PBMAS) and Federal/NCLB (AYP) by aiming at a 70% Master's level on STAAR and an increase of one level's growth on TELPAS for all ELL students.

**Evaluation Data Sources:** STAAR Assessment Results (Masters Level 70%)  
 TELPAS Assessment Results (Increase by one level from previous year)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will use the district curriculum and instruction guide as their primary sources of instructional direction for all subject areas.  <b>Strategy's Expected Result/Impact:</b> Increased number of students meeting or exceeding STAAR standards per core content area. <b>Staff Responsible for Monitoring:</b> Campus Principals, DEANS, Curriculum Specialists, Campus Administration.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop, implement, and monitor daily instructional schedules to ensure all subject areas are taught everyday the appropriate allocated minutes and implement and monitor required lesson plans/ for Reading, ELA, Writing, Math, Science, and Social Studies.  <b>Strategy's Expected Result/Impact:</b> Increased student performance as measured by District and State assessments. <b>Staff Responsible for Monitoring:</b> Campus Principals, DEANS, Curriculum Specialists, Campus Administration.  <b>Funding Sources:</b> - Title I (211)	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Obtain and provide program manipulatives, models, consumable, non-consumable materials and any other classroom instructional materials or resources for all core content areas (Reading, ELA, Writing, Math, Science, Social Studies, STEM). and all student populations.  <b>Strategy's Expected Result/Impact:</b> Inventory aligned to core curriculum materials and purchase orders. Increased percentage of all students meeting District, State, and Federal Standards (STAAR, TELPAS, TPRI, Tejas Lee, & PBMAS) <b>Staff Responsible for Monitoring:</b> Campus Administration, Executive Directors, and Core Content Directors.  <b>Funding Sources:</b> - Title I (211) - 211.11.6399.00.045.24.0.00 - \$4,303.50, - State Comp.(164) - 164.11.6399.00.045.30.0.00 - \$10,500, - Local (199) - 199.11.6399.00.045.31.0.00 - \$15,020, - Title II Teacher/Principal (255) - 255.13.6399.11.045.24.0.00 - \$0, - Title III (263) - 263.13.6329.00.045.25.0.00 - \$500, - Title IV 289 - 289.11.6399.00.045.11.0.00 - \$0, - GT (168) - 168.11.6399.00.045.21.0.00 - \$0, - Bilingual (162) - 162.11.6399.00.045.25.0.00 - \$0		Formative			Summative
		Sept	Dec	Mar	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Provide research based staff development aligned to performance data measured by District, State, and Federal accountability indicators to include: job embedded training, response to intervention (RTI), data utilization, technology, core state adopted textbooks, supplemental programs, research based strategies for ELLs, research based instructional strategies for CCRS, classroom management, and discipline (teaching) for appropriate behavior, AVID Training, CAST Science Training, RGVSA, RGVCTM.  <b>Strategy's Expected Result/Impact:</b> Professional Development District Plan, training agendas, and sign-ins. Increased instructional effectiveness and student performance as measured by grades and state assessment outcomes, decreased at risk learners, decrease in referrals, and decrease in behavior referrals. <b>Staff Responsible for Monitoring:</b> Executive Directors, Core Content Directors, District Staff Development Coordinator, Campus Administration, Department Chairs, Head Teachers, Technology Director and Bilingual Director.  <b>Funding Sources:</b> - Title II Teacher/Principal (255) - 255.13.6411.00.045.25.0.00 - \$0, - Title III (263) - 263.13.6411.00.045.025.0.00 - \$250, - Title IV 289 - 289.31.6239.00.045.11.0.00 - \$0		Formative			Summative
		Sept	Dec	Mar	June





Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Monitor implementation of best instructional practices presented during professional development and all staff training.  <b>Strategy's Expected Result/Impact:</b> Lesson Plans, walkthroughs, classroom visits, progress monitor documentation and student academic outcomes. <b>Staff Responsible for Monitoring:</b> Executive Directors, Core Content Directors, Campus Administration, and Teachers.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Improve supports to struggling learners by improving interventions, resources, and training, and articulate those interventions in documented meetings, lessons, parent contracts, team meetings, data analysis, and revolving follow up.  <b>Strategy's Expected Result/Impact:</b> Decreasing number of struggling students requiring tutoring and/or intervention. <b>Staff Responsible for Monitoring:</b> Campus Administrations, Teachers, Support Staff, Program Directors, Core Content Directors, Executive Directors, Bilingual Director, Chief of Special Programs and Chief Academic Officer.  <b>Funding Sources:</b> - Local (199) - 199.11.6399.00.045.11.0.00 - \$2,300	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> A.P. Solis will implement district initiatives such as Guided Reading, 5E Model, Anchor Charts, Word Walls, Vocabulary Development, Interactive Notebooks, Literacy Stations, Technology, Journals, Software, Accelerated Reading, Student Portfolios, Kagan Strategies, Sheltered Instructions for bilingual students, ELL's, and College Readiness Activities, Reading, ELA, Writing, Math, Science, and Social Studies and provide training opportunities in these areas.  <b>Strategy's Expected Result/Impact:</b> Walkthroughs and Increased student performance as measured by district and state assessments. <b>Staff Responsible for Monitoring:</b> Executive Directors, Core content Directors, Campus Administration, and Teachers.  <b>Funding Sources:</b> - Title I (211)	Formative			Summative
	Sept	Dec	Mar	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> AP Solis will implement standards based grading system. All teachers will identify the standard associated with the posted grade. Reteach/recovery guidelines will be reviewed/implemented with all teachers and will be monitored by administrators.  <b>Strategy's Expected Result/Impact:</b> Gradebook <b>Staff Responsible for Monitoring:</b> Executive Directors, Content Directors, Campus Administration, and Teachers.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide educational program requirement and support for academically under-performing schools, and provide autonomy and empowerment for high-performing schools through provision of instructional teaching supplies and resources.  <b>Strategy's Expected Result/Impact:</b> District Assessment Results and State Assessment Results. <b>Staff Responsible for Monitoring:</b> Central Office Chief Academic Officer, Chief Special Programs Officer, Chief Financial Officer, Assistant Superintendent for Human Resources, Executive Directors, Content Directors, Special Program Directors, Campus Principals, and Campus Administration.  <b>Funding Sources:</b> - Title I (211) - 211.11.6399.00.045.24.0.00 - \$6,696.50	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Develop a campaign to encourage and recognize students to come to school regularly and stay in school through enhanced attendance, completion, anti-bullying and dropout prevention efforts, and student recognition initiatives and incentives.  <b>Strategy's Expected Result/Impact:</b> Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports. <b>Staff Responsible for Monitoring:</b> Director of Intake Center, Truancy Officers, Campus Principals, Attendance Helpers, teachers, counselors.  <b>Funding Sources:</b> - Local (199) - 199.12.6498.00.045.11.0.00 - \$100, - Local (199) - 199.11.6498.00.045.11.0.00 - \$2,650, - Local (199) - 199.11.6499.00.045.11.0.00 - \$130, - Title IV 289 - 289.31.6498.00.045.11.0.00 - \$300, - Title IV 289 - 289.31.6399.00.045.11.0.00 - \$0, - Title IV 289 - 289.31.6299.00.045.11.0.00 - \$0, - Title IV 289 - 289.31.6499.00.045.11.0.00 - \$0, - Student Activity 865 - 865.00.2190.045.0.00 - \$3,500	Formative			Summative
	Sept	Dec	Mar	June

Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Create more opportunities for students to participate in enrichment programs such as career interest technology, Robotics, athletics, band, extracurricular, student clubs, and languages other than English. <b>Strategy's Expected Result/Impact:</b> Increased enrollment numbers in programs <b>Staff Responsible for Monitoring:</b> Director of Fine Arts, Director of Athletics, Director of Technology, Campus Administration, and Teachers.  <b>Funding Sources:</b> - Student Activity 865 - 865.00.2190.045.0.00 - \$3,500	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Determine and use student assessment instruments to monitor progress by aligning purpose, parameters, and effective number of assessments and district shall design and use a variety of assessment approaches in determining the effectiveness of the planned and written curriculum, the taught curriculum, and instructional programs.  <b>Strategy's Expected Result/Impact:</b> Assessment Reports. <b>Staff Responsible for Monitoring:</b> Chief Academic Officer, Executive Directors, Campus Administration, and Teachers.  <b>Funding Sources:</b> - Title I (211)	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Training from Region One Speakers/Consultants and opportunities to attend trainings sponsored by Region One, TASA Assessment Conference, TSCA Counselor Conference.  <b>Strategy's Expected Result/Impact:</b> Sign-in Log <b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Directors  <b>Funding Sources:</b> Region I - Local (199) - 199.12.6239.00.045.11.0.00 - \$100, - Title I (211) - 211.11.6291.00.045.24.0.00 - \$2,500	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2:** A.P. Solis will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

**Performance Objective 2:** Advanced Academics: AP Solis will ensure that 97% of all Gifted/Talented and students enrolled in a Pre-AP or AP courses will meet the state standards on all areas of STAAR/EOC.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Differentiated instruction, resources, materials, tutorials, counseling, focused teacher training on differentiating for GT students, and training on social/emotional needs of GT students will be used to provide targeted differentiated learning for the GT population. <b>Strategy's Expected Result/Impact:</b> Increased student performance. <b>Staff Responsible for Monitoring:</b> Campus administration, District Directors, Strategists  <b>Funding Sources:</b> Extra Duty Pay - 266.11.6118.00.045.24.0.TT - \$0, SS/Medicare - 266.11.6141.00.045.24.0.TT - \$0, Workers Comp - 266.11.6145.00.045.24.0.TT - \$0, Unemployment Comp - 266.11.6145.00.045.24.0.TT - \$0, Teacher Retirement/TRS Care - 266.11.6146.00.045.24.0.TT - \$0	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide opportunities during the school day for GT students to participate in individual/group projects in Science Technology, Engineering and Math which will strengthen GT student scores in core areas: Reading, Writing, Science, Social Studies, Math, Research and Technology. <b>Strategy's Expected Result/Impact:</b> Increased student performance. <b>Staff Responsible for Monitoring:</b> Campus administration, District Directors, Strategists  <b>- TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** A.P. Solis will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

**Performance Objective 3:** Special Education: AP Solis will support the districts' goal to improve its overall rating component in the T.E.A.'s Determination Report from a 3 to a 2 with a focus on student discipline and academic performance.

**Evaluation Data Sources:** PBMAS Reports  
STAAR Assessment Results  
TELPAS Assessment Results  
PEIMS Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide district and campus training in the area of student behavior (Ex. FBA, BIP, behavior strategies).  <b>Strategy's Expected Result/Impact:</b> reduction in ISS placements reduction in OSS placements reduction in DAEP placements increase in academic performance <b>Staff Responsible for Monitoring:</b> Director, Supervisor, LSSPs	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide counseling training in the area of assessments and IEPs to address student behavior. Travel Employee only, SPI Counselors Conference.  <b>Strategy's Expected Result/Impact:</b> reduction in ISS placements reduction in OSS placements reduction in DAEP placements increase in academic performance <b>Staff Responsible for Monitoring:</b> Director, Supervisor, LSSPs Campus Principal  <b>Funding Sources:</b> - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide district and campus trainings in the area of accommodations.  <b>Strategy's Expected Result/Impact:</b> Increase in academic state performance increase in alternative accommodations. <b>Staff Responsible for Monitoring:</b> Director, Supervisor, Educational Diagnosticians, Special Education Teacher.	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide campus reviews with teachers and campus administration on student academic performance. <b>Strategy's Expected Result/Impact:</b> increase in student academic performance. <b>Staff Responsible for Monitoring:</b> Special Education Administrators Educational Diagnosticians	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide campus support in the implementation of co-teaching approaches in the middle schools to maximize quality of instruction and student learning. <b>Strategy's Expected Result/Impact:</b> decrease in one-teach-one assist co-teaching approach decrease in one-teach-one observe co-teaching approach increase in station co-teaching approach increase in student academic performance. <b>Staff Responsible for Monitoring:</b> Special Education Administrators Education Diagnosticians	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide supplemental reading programs to assist students with reading difficulties (Language Live, Rewards, Rave-O) including dyslexia <b>Strategy's Expected Result/Impact:</b> Increase in reading performance. <b>Staff Responsible for Monitoring:</b> Special Education Director Special Education Teacher Campus Administrators	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide special transportation for educational field trips for life skills students. <b>Strategy's Expected Result/Impact:</b> increase in state alternative assessment performance. <b>Staff Responsible for Monitoring:</b> Special Education Director	Formative			Summative
	Sept	Dec	Mar	June







Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Recognize student academic performance <b>Strategy's Expected Result/Impact:</b> increase in student academic performance. <b>Staff Responsible for Monitoring:</b> Special Education Administrators Teachers Campus Administrators	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Recognize improvement in student behavior. <b>Strategy's Expected Result/Impact:</b> decrease in student referrals. <b>Staff Responsible for Monitoring:</b> Special Education Administrators Teachers Campus Administrators	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Providing academic support through supplemental resources to campuses.  <b>Strategy's Expected Result/Impact:</b> increase in academic performance. <b>Staff Responsible for Monitoring:</b> Special Education Director	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Train and oversee Special Education Co-teachers, ensuring they have the materials and time necessary to adequately plan and implement accommodations and to improve academic performance of the students they serve.  <b>Strategy's Expected Result/Impact:</b> increase in academic performance. <b>Staff Responsible for Monitoring:</b> Special Education Administrators Teachers Campus Administrators	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2:** A.P. Solis will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

**Performance Objective 4:** Bilingual/ESL: AP Solis will increase the percentage of ELLs progressing one performance level to 51%, increase the percentage of ELLs reaching Advanced High within the first 4 years of enrollment in US schools to 16%, and increase the percentage of ELLs at Advanced High after the fifth year of enrollment in US schools to 30%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train teachers on pedagogy (sheltered instruction, inter al.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction to ELLs (Pearson, National Geographic, Houghton Mifflin, American Reading, Scholastic grammar books, Millmark Education, Poetry Friday, etc.).  <b>Strategy's Expected Result/Impact:</b> requisitions; use in classrooms; inclusion in lesson plans <b>Staff Responsible for Monitoring:</b> ELA Directors, Campus Administrators	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain up-to-date instructional technology in ESL, ELD and LUCHA classrooms order to serve campuses and students more effectively.  <b>Strategy's Expected Result/Impact:</b> use of technology in instruction; enhanced TELPAS and STAAR scores for students utilizing technology <b>Staff Responsible for Monitoring:</b> Director	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Train and oversee ELD, ESL, Guided Reading, Writing and Math ESL co-teachers, ensuring they have the materials and time necessary to adequately plan and implement linguistic accommodations and to improve linguistic development of the ELLs they serve.  <b>Strategy's Expected Result/Impact:</b> enhanced student performance; joint planning with teacher of record; lesson plans with integrated sheltered instruction <b>Staff Responsible for Monitoring:</b> Director; ELA and math director; academic officers; ELA and ELL strategists	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement programs such as LUCHA/ASKME, Succeed Math, Reading A to Z, Imagine Math, and Istation so that recent immigrants can draw upon their schooling in other countries and, via tutoring and software, continue to learn content in a comprehensible format while simultaneously developing their linguistic ability in English.  <b>Strategy's Expected Result/Impact:</b> student scores; walkthroughs; lesson plans <b>Staff Responsible for Monitoring:</b> Director; ELL strategists	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Train a cadre of teachers to develop and foster the use of on-line, vertically and horizontally aligned ESL and ELD curricula that integrate TEKS, ELPS and CCRS and that incorporate authentic readings, performance tasks and research-based instructional strategies sequenced in detailed units.  <b>Strategy's Expected Result/Impact:</b> curriculum units; lesson plans and instruction that effectively utilize curricula <b>Staff Responsible for Monitoring:</b> Director and ELL strategists	Formative			Summative
	Sept	Dec	Mar	June





Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Enhance teacher / administrator quality by affording campus teachers and administrators the opportunity to attend local and state conferences and training sessions specializing in strategies and methodologies for ELL students.  <b>Strategy's Expected Result/Impact:</b> walkthroughs, lesson plan reviews, student scores on TELPAS and STAAR <b>Staff Responsible for Monitoring:</b> Bilingual Director, ELL Strategists, Principal	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Support the attendance by parent liaison of local and state parent conferences to learn strategies for student support that they will then convey in regular parental meetings as well as informing parents about the district bilingual/ESL model. Provide parental involvement through "Muffins with Mom & donuts with Dad" to increase parent communication with school activities.  <b>Strategy's Expected Result/Impact:</b> meeting minutes and sign-ins <b>Staff Responsible for Monitoring:</b> Director	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** A.P. Solis will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

**Performance Objective 5:** CTE: AP Solis will assist students to gain entry level employment in a high skill, high wage job and/ or continue their education. Student certifications and/ or college hours will increase by 2%.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses. <b>Strategy's Expected Result/Impact:</b> Student schedules, lesson plans, PDAS, EOC, Benchmarks, PEIMS, PBM, Graduation plans <b>Staff Responsible for Monitoring:</b> CTE director, Secondary campus principals, CTE staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Link CTE at the secondary campuses and postsecondary levels. <b>Strategy's Expected Result/Impact:</b> Student schedules, PEIMS, PBM, <b>Staff Responsible for Monitoring:</b> CTE director, Secondary campus Principals, CTE staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide student with strong experience in and understanding of all aspects of an industry. <b>Strategy's Expected Result/Impact:</b> Field trip participation, seminar participation, Teacher Planned Activity Participation. <b>Staff Responsible for Monitoring:</b> CTE director, Secondary campus Principals, CTE staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Travel-Employee Only fees & Dues for Technology Conference to develop, improve, or expand the use of technology in CTE programs. <b>Strategy's Expected Result/Impact:</b> CTE Program plan of action, Integrated continuous Improvement plan, PBMAAS. <b>Staff Responsible for Monitoring:</b> CTE director, Secondary campus Principals, CTE staff.  <b>Funding Sources:</b> - Local (199)	Formative			Summative
	Sept	Dec	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Initiate, improve, expand and modernize quality CTE programs, including relevant technology. <b>Strategy's Expected Result/Impact:</b> Student schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of action. <b>Staff Responsible for Monitoring:</b> CTE director, Secondary campus Principals, CTE staff.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide service and activities that are of sufficient size, scope and quality to be effective. <b>Strategy's Expected Result/Impact:</b> Student schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Program Plan of action. <b>Staff Responsible for Monitoring:</b> CTE director, Secondary campus Principals, CTE staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide instruction and activities to prepare all CTE students for high skill, high-wage, or high-demand occupations that will lead to self-sufficiency. <b>Strategy's Expected Result/Impact:</b> PBM, AEIS, PEIMS, TELPAS DATA, Lesson Plans, IEP Implementation. <b>Staff Responsible for Monitoring:</b> CTE director, Secondary campus principals, CTE staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide activities to support entrepreneurship education and training <b>Strategy's Expected Result/Impact:</b> Training Plans, Student schedules, Activity Participation <b>Staff Responsible for Monitoring:</b> CTE director, Secondary campus principals, CTE staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide support for local education and business partnership including work-related experiences and job shadowing that are related to CTE programs. <b>Strategy's Expected Result/Impact:</b> Training Plans, Students schedules, Activity Participation <b>Staff Responsible for Monitoring:</b> CTE director, Secondary campus Principals, CTE staff, Advisory Comm. Advisory members.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Support training and activities in nontraditional fields. <b>Strategy's Expected Result/Impact:</b> Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM CTE Program Plan of Action, Field Trip Roster, Career Fair Participation. <b>Staff Responsible for Monitoring:</b> CTE Director, Secondary Campus Principals, CTE Staff, Advisory Comm. Members.	Formative			Summative
	Sept	Dec	Mar	June

Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the CTE programs for special populations <b>Strategy's Expected Result/Impact:</b> Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Programs Plan of Actions, IEP Implementation, ARD participation. <b>Staff Responsible for Monitoring:</b> CTE Direct, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Provide strategies that are designed to enable special populations to meet or exceed the local adjusted levels of performance. <b>Strategy's Expected Result/Impact:</b> Student Schedules, Lesson Plans, Eduphoria, PDAS, PEIMS, PBM, CTE Programs Plan of Actions, IEP Implementation, ARD participation. <b>Staff Responsible for Monitoring:</b> CTE Director, Secondary Campus Principals, CTE Staff.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Involve parents, businesses, and community program advisors as appropriate in the design, implementation and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in CTE programs. <b>Strategy's Expected Result/Impact:</b> Activity Participation, Contact Logs, Informative Program Material- <b>Staff Responsible for Monitoring:</b> CTE director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Implement effective practices to improve parental and community involvement. <b>Strategy's Expected Result/Impact:</b> Activity Participation, PDAS, Contact logs. <b>Staff Responsible for Monitoring:</b> CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Recognize CTE students and staff achievements through out the year as well as recognize CTW community partners and advisory members. <b>Strategy's Expected Result/Impact:</b> CTE Newsletters, CTE Department Meeting Agendas, Various Activity Participation. <b>Staff Responsible for Monitoring:</b> CTE Director, Secondary Campus Principals, CTE Staff	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>				

**Goal 2:** A.P. Solis will create an inviting educational climate that enhances learning and academic performance for all students so that they may excel in all areas of education and meet state and federal passing standards. The percentage of students who achieve meets and/or masters performance level on the STAAR exam identified in the Texas State Accountability report will increase from 35% to 60%.

**Performance Objective 6:** Fine Arts: 65% of Fine Arts groups will receive the highest rating as per their category in UIL Contest and or sanctioned competition.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will attend all competitions for their respective department. <b>Strategy's Expected Result/Impact:</b> Audience, Judges and Staff <b>Staff Responsible for Monitoring:</b> All Fine Arts Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide staff development for all fine arts staff <b>Strategy's Expected Result/Impact:</b> Sign-In sheets Contest Rating. <b>Staff Responsible for Monitoring:</b> All Fine Arts Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All Fine Arts Teachers will provide concerts, recitals, exhibits, and performances for Parents. <b>Strategy's Expected Result/Impact:</b> Recitals, Exhibits <b>Staff Responsible for Monitoring:</b> Fine Arts Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Fine Arts staff will provide entertainment for any Parental Involvement meetings at the request of Campus Administrators <b>Strategy's Expected Result/Impact:</b> Performances at the different events <b>Staff Responsible for Monitoring:</b> Fine Arts Staff	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 3:** A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to increase the percentage of graduates demonstrating college/career/military readiness.

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

**Evaluation Data Sources:** TSI Assessments, Texas State Accountability System





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement advanced academic courses. <b>Strategy's Expected Result/Impact:</b> Increased enrollment in advanced classes. <b>Staff Responsible for Monitoring:</b> Asst. Supt. for C & I, Advanced Academics Director, Core Content Directors, Campus Administration, Counselors, and Teachers  <b>- TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop, implement, and monitor implementation of system the provides all middle school students information and completion of a minimum of 3 higher education admissions applications, FAFSA application, and grant opportunities with summer follow ups to ensure enrollment in institutions of higher education.  <b>Strategy's Expected Result/Impact:</b> Texas Academic Performance Report of graduates enrolling in TX institutions of higher education (IHE) <b>Staff Responsible for Monitoring:</b> Campus Principals, Campus Counselors, Campus and District Administration, GEAR UP Facilitators and AVID Coordinators	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to increase the percentage of graduates demonstrating college/career/military readiness.

**Performance Objective 2:** Special Education: Goal/Objective related to CCMR (IEP completion, workforce readiness)

**Evaluation Data Sources:** IEP timeline reports, IEP schedule of services





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Train teachers on pedagogy (sheltered instruction, language acquisition methodologies) that addresses the needs of the special education population and acquire resources to assist teachers in preparing students for daily living skills, vocational skills , workforce readiness, and college, career and military readiness. <b>Strategy's Expected Result/Impact:</b> Increase the number of students graduating CCMR complete. <b>Staff Responsible for Monitoring:</b> Assistant Director for C & I, Special Education Director and Supervisor, Campus Administration and Special Educations Teachers and Support Staff.  <b>- TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Sept	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 3:** A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to increase the percentage of graduates demonstrating college/career/military readiness.

**Performance Objective 3:** Bilingual/ESL Education: A. P. Solis will support the district's efforts to increase the number of students participating in the ESL Program and graduating CCMR complete.





**Evaluation Data Sources:** TSI Data, ACT/SAT Data, TAPR, Certificate Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Train teachers on pedagogy (sheltered instruction, inter al.) that addresses the needs of the LEP population, and acquire resources to assist teachers in providing linguistically accommodated instruction to ELLs (Pearson, National Geographic, Houghton Mifflin, American Reading, Scholastic grammar books, Millmark Education, Poetry Friday, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> requisitions; use in classrooms; inclusion in lesson plans; increase the number of students graduating CCMR complete.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C &amp; I, Bilingual Director, ELA Directors, and Campus Administrators</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Sept	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 3:** A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to increase the percentage of graduates demonstrating college/career/military readiness.

**Performance Objective 4:** The core content areas will provide support for the creation of new AP and other advanced courses in order to ensure student access and completion of those courses.

**Evaluation Data Sources:** Master Schedules





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement advanced academic courses. <b>Strategy's Expected Result/Impact:</b> Increased enrollment in advanced classes. <b>Staff Responsible for Monitoring:</b> Asst. Supt. for C & I, Advanced Academics Director, Core Content Directors, Campus Administration, Counselors, and Teachers  <b>- TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to increase the percentage of graduates demonstrating college/career/military readiness.

**Performance Objective 5:** CTE: A. P. Solis will support the district's efforts in preparing and assisting students to gain entry level employment in high skills, high wage job and/or continue their education. Student certifications and/or college hours will increase by 2%.

**Evaluation Data Sources:** PBMAS, PEIMS, Bundle Data, TELPAS, STAAR, Lesson Plans, IEP implementation, job shadowing opportunities for students,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Integrate rigorous content from core academic courses with CTE programs using a coherent sequence of courses. <b>Strategy's Expected Result/Impact:</b> Student Schedules, Lesson Plans, TTESS, Bundle Results, STAAR results, TELPAS results, PEIMS, PBMAS, Certifications and Distinctions earned. <b>Staff Responsible for Monitoring:</b> CTE Director, Campus Administration, CTE Staff, Advanced Academics Director, STEM, Counselors, Directors, and Assistant Superintendent for C & I.  <b>- TEA Priorities:</b> Connect high school to career and college	Formative			Summative
	Sept	Dec	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 3:** A. P. Solis will create an instructional environment that will enhance the learning and academic performance of all students and support the district's goal to increase the percentage of graduates demonstrating college/career/military readiness.

**Performance Objective 6:** GEAR UP: Pathways To The Future. Create an efficient educational pathway for 8th grade cohort students' through the delivery of effective academic strategies to ensure all students are college, career or military ready. Increase the academic performance to adequately prepare them for post-secondary education. Increase the rate of high school graduation and participation in post-secondary education through a systemic transformation of schools. Increase GEAR UP students' educational expectations and students' and their families' knowledge of post-secondary education, options, preparation and financing. Increase students'/parents' knowledge and skills, including STEM, remote learning, use of technology, and mental health services to create a pathway towards increasing their competence and aptitudes.

**Evaluation Data Sources:** Texas State Accountability System

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administrators, counselors, and teachers will attend GEAR UP meetings/conferences provided by Region One Education Center and other consultants for professional development. <b>Strategy's Expected Result/Impact:</b> Travel request form, flyers, agenda/certificates, sign in sheet, informational handouts <b>Staff Responsible for Monitoring:</b> Administration, GEAR UP Facilitator, Staff  <b>Funding Sources:</b> - Gear Up (274) - Regional Education Services - GEAR UP 274.11.6239.00.045.24.0.00 Professional Development 274.11.6299.00.045.24.0.00 Substitutes 274.11.6112.00.045.24.0.00 Consultant Services 274.13.6291.00.045.24.0.00	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will attend GEAR UP meetings/conferences/camps/field trips for academic, college, and career exploration. <b>Strategy's Expected Result/Impact:</b> Travel request form, flyers, agenda/certificates, sign in sheet, informational handouts <b>Staff Responsible for Monitoring:</b> Administration, GEAR UP Facilitator, Staff  <b>Funding Sources:</b> - Gear Up (274) - Travel-Students - GEAR UP 274.11.6412.00.045.24.0.00, - Gear Up (274) - Misc. Contracted Services 274.11.6299.00.045.24.0.00, - Gear Up (274) - Regional Education Services 274.13.6239.00.045.24.0.00, - Gear Up (274) - Travel Expenditures - 274.11.6494.00.045.24.0.00	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Parents will attend GEAR UP meetings/conferences provided by Region One Education Center for academic, college, and career exploration. <b>Strategy's Expected Result/Impact:</b> Travel request form, flyers, agenda/certificates, sign in sheet, informational handouts <b>Staff Responsible for Monitoring:</b> Administration, GEAR UP Facilitator, Staff  <b>Funding Sources:</b> - Gear Up (274) - Travel: Substitutes & Non-Employees - GEAR UP 274.61.6419.00.045.24.0.00	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Promote college readiness through college/university tours. <b>Strategy's Expected Result/Impact:</b> Travel request form, flyers, permission slips, agenda/certificates, sign in sheet, informational handouts <b>Staff Responsible for Monitoring:</b> Administration, GEAR UP Facilitator, Staff, Parent Chaperones  <b>Funding Sources:</b> - Gear Up (274) - Travel-Students GEAR UP - 274.11.6412.00.045.24.0.00 Transportation Expenditures - 274.11.6494.00.045.24.0.00	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide supplemental resources/materials for GEAR UP initiatives and cohort students. Provide general instructional and office supplies for teachers/GEAR UP facilitator. <b>Strategy's Expected Result/Impact:</b> Initiatives and activities <b>Staff Responsible for Monitoring:</b> Administration, GEAR UP Facilitator, Staff  <b>Funding Sources:</b> - Gear Up (274) - College Prep Materials - GEAR UP 274.11.6339.00.045.24.0.00 Teacher Office Supplies 274.11.6399.00.045.24.0.00	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide student/parent snacks/meals for GEAR UP meetings, field trips, and community service events. <b>Strategy's Expected Result/Impact:</b> Agenda, sign in sheet <b>Staff Responsible for Monitoring:</b> Administration, GEAR UP Facilitator, Staff  <b>Funding Sources:</b> - Gear Up (274) - Misc. Operating Expense - GEAR UP 274.11.6499.00.045.24.0.00	Formative			Summative
	Sept	Dec	Mar	June





Strategy 7 Details	Reviews			
<b>Strategy 7:</b> District budget 274 will be used to reimburse the campus/district expenses associated with employee travel/mileage/hotel/meals accommodations to meetings, home visits, trainings, and conferences to other activities that support the GEAR UP goal and objectives. <b>Strategy's Expected Result/Impact:</b> Mileage claim form <b>Staff Responsible for Monitoring:</b> Administration, GEAR UP Facilitator, Staff  <b>Funding Sources:</b> - Gear Up (274) - Travel Employee Only - GEAR UP 274.11.6411.00.045.24.0.00 Transportation Expenditures - 274.11.6494.00.045.24.0.00, - Gear Up (274) - Counselor Travel 274.31.6411.00.045.24.0.00	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide tutors and extra pay for teachers/counselors and facilitators servicing GEAR UP students or attending conferences in relation to GEAR UP goal and objectives. <b>Strategy's Expected Result/Impact:</b> Flyers, agenda, sign in sheet <b>Staff Responsible for Monitoring:</b> Administration, GEAR UP Facilitator, Staff  <b>Funding Sources:</b> - Gear Up (274) - Part-time Employees 274.11.6125.00.045.24.0.TT, - Gear Up (274) - Extra Duty Pay Teacher/Prof. 274.11.6118.00.045.24.0.GU	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



**Goal 4:**

AP Solis will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 1:** Business and Finance: The District will ensure fiscal responsibility by reviewing internal controls of at least 3 departments per year, maintain a financial transparency website that has a minimum 20 points awarded by the Texas Comptroller of Public accounts, and maintain proper allocation of resources to improve student achievement by ensuring 90 days of General Fund- Fund Balance remains in unassigned classification.





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Participate in district training on the district's financial procedures. <b>Strategy's Expected Result/Impact:</b> Agendas, Sign-In Sheets, <b>Staff Responsible for Monitoring:</b> Business Office Supervisors and Campus Administration		Formative			Summative
		Sept	Dec	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
				 Discontinue	

**Goal 4:**

AP Solis will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 2:** Federal Programs- Intent and purpose of each federal program will be met as well as all Initial Compliance Indicators on the ESSA.

**Evaluation Data Sources:** ESSA Application and Compliance Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide district with Programs/Activities/Strategies as research based and meet the Comprehensive Needs Assessment. <b>Strategy's Expected Result/Impact:</b> Evaluation is based on the ESSA compliance report. <b>Staff Responsible for Monitoring:</b> District Administrators, Campus Administrators, Teachers and Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Supplement research for core areas with service delivery methods such as but not limited to: Tutorials, Extended Day/Extended Week Tutorials, Small Group instruction, individualized instruction, computer aided instruction and extended learning opportunities <b>Strategy's Expected Result/Impact:</b> Extra Duty Pay Reports and ESSA Compliance Report <b>Staff Responsible for Monitoring:</b> District Administrators, Campus Administrators  - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - Title I (211) - 211.11.6118.00.045.24.0.TT - \$0, - Title I (211) - 211.11.6146.00.045.24.0.TT - \$0, - Title I (211) - 211.11.6145.00.045.24.0.TT - \$0, - Title I (211) - 211.11.6143.00.045.24.0.TT - \$0, - Title I (211) - 211.11.6141.00.045.24.0.TT - \$0, - ESSER III (282) - \$85,000	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Goal 4:**

AP Solis will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 3:** Human Resources: AP Solis will maintain a 100% highly qualified status for the staffing requirements of the Every Student Succeeds Act. AP Solis will ensure that the records retention requirements of the Local Government Records Act (LGRA) will be met at 100%. The campus will comply with 100% requirements under the Title IX of the Education Amendments of 1972.

**Evaluation Data Sources:** Title IX Training Forms

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide new teachers a campus orientation to become familiar with campus policies, procedures and academic program goals. <b>Strategy's Expected Result/Impact:</b> Sign In, Agenda <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> A.P. Solis will conduct 100% of reporting and follow-up into Title IX and Title VII allegations as per District Policy and direction. <b>Strategy's Expected Result/Impact:</b> Appropriately resolve all allegations adhering to the district process and timelines. <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for H.R., Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> A.P. Solis will provide the statutorily required training in Title IX, VII, Child Abuse Awareness policies to all staff 2X per year. <b>Strategy's Expected Result/Impact:</b> Sign In, Agenda <b>Staff Responsible for Monitoring:</b> Campus Administration, Assistant Superintendent for H.R.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Awards and Incentives: Teacher Appreciation <b>Strategy's Expected Result/Impact:</b> Teacher Appreciation week rewards	Formative			Summative
	Sept	Dec	Mar	June

<b>Staff Responsible for Monitoring:</b> District Admin. Campus Principal				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				





**Goal 4:**

AP Solis will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 4:** A. P. Solis' Testing and Evaluation will ensure that 6th-8th students are tested with required state assessments. With the support of the Districts Testing Department, 100% of staff will receive appropriate yearly training.

**Evaluation Data Sources:** Participation Requirement and Documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus testing coordinator will attend staff development opportunities through Region I, Texas Assessment Conference, Testing Coordinator Acad <b>Strategy's Expected Result/Impact:</b> Information will be shared with district and campuses upon return so that information is implemented. <b>Staff Responsible for Monitoring:</b> Director of Testing, Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> A. P. Solis will implement Plan4Learning as the district has selected for the development, creation and revision of the campus improvement plan. <b>Staff Responsible for Monitoring:</b> Director of Testing, Campus Administration	Formative			Summative
	Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> A. P. Solis will implement district provided software such as TestHound, Performance Tracker, Auto Pilot, SuccessEd and any other components for TestHound that is needed for Testing. DISD testing dept. will also assist with Plan4Learning, DMAC, Eduphoria and Lead4ward (these will be funded through different accounts).</p> <p><b>Strategy's Expected Result/Impact:</b> Testhound-Coordinates test processes and procedures, including inventory management, student tracking, test scheduling, accommodation assignment, and reporting. The Campus Testing Coordinators utilize TestHound to create testing schedules, track student accommodation information, ensure appropriate test and test booklet assignments, track inventory, and create customized reports based on campus and student needs. The Campus Testing Coordinators utilize SuccessEd to ensure implementation of accommodations during testing., tracking and creating customized reports based on campus and student needs. Plan4Learning-Holds the district and campus improvement plans for each school year. DMAC &amp; Eduphoria-Utilized for data disaggregation, presentation, running different types of reports, TTESS, Attendance, Lesson Planning, Testing, etc.</p> <p>Note: Eduphoria is paid by DISD District account #199.11.6399.SW.890.11.0.00 - \$58, 300.00 Federal Programs assists with providing funds for DMAC-Account #211.11.6399.SC.891.24.0.00 - \$20, 128.00 Testhound is paid by the Testing Dept. account #199.21.6399.00.892.00.0.00 - \$13, 013.00 Success Ed is paid by the Bilingual Department via Bilingual (162) - \$45,000, - Title III (263) - \$40,000, - Local (199) - \$1,000</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent of Curriculum &amp; Instruction Director of Testing Curriculum Specialists Deans Directors Principals Technology</p>	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 4:**

AP Solis will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 5:** Expenditures: AP Solis will expect 100% of all allocated funds in all campuses and supporting departments to allocate their expenditures based on a Comprehensive Needs Assessment developed by its various leadership teams.





**Evaluation Data Sources:** Campus budget and expenditure reports.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teacher, Office supplies, Library Supplies, Provide funds to purchase office supplies as well as technology supplies, and fixed assets, shredder, equipment of furniture for the testing department from warehouse, approved vendors, Buyboard, Region One Vendors and Cooperatives. Provide refreshments and materials for all training. <b>Strategy's Expected Result/Impact:</b> Supplies and Materials <b>Staff Responsible for Monitoring:</b> Directors/Administrators  - <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> Fixed Assets - Title I (211) - 211.11.6395.00.045.24.0.00 - \$6,374, Teacher/Office Supplies - Local (199) - 199.12.6399.00.045.11.0.00 - \$850, Teacher/Office Supplies - Local (199) - 199.23.6399.00.045.99.0.00 - \$3,250, Teacher/Office Supplies - Local (199) - 199.31.6399.00.045.99.0.00 - \$1,000, F. Assets - Local (199) - 199.12.6395.00.045.11.0.00 - \$0, Teacher/Office Supplies - Local (199) - 199.36.6399.00.045.33.0.00 - \$0, Teacher/Office Supplies - Local (199) - 199.13.6399.00.045.99.0.00 - \$650, Supplies for Maint/Oper - Local (199) - 199.23.6319.00.045.99.0.00 - \$100, Teacher/Office Supplies - Local (199) - 199.11.6399.00.045.11.0.00 - \$16,000, Fixed Assets - Local (199) - 199.11.6395.00.045.11.0.00 - \$3,500		Formative			Summative
		Sept	Dec	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Testing Materials <b>Strategy's Expected Result/Impact:</b> License Reports Images <b>Staff Responsible for Monitoring:</b> District Testing Director Dean  <b>Funding Sources:</b> Testing Materials - Local (199) - 199.11.6339.00.045.11.0.00 - \$200		Formative			Summative
		Sept	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Student and Employee Travel Expenses including transportation, fees, and meals. <b>Strategy's Expected Result/Impact:</b> Travel Paperwork Title-1 C Funds, buses etc. <b>Staff Responsible for Monitoring:</b> Director Admin. Campus Admin.  <b>Funding Sources:</b> Travel-Employee - Local (199) - 199.31.6411.00.045.11.0.00 - \$0, Travel-Students AVID - Local (199) - 199.11.6412.00.045.31.0.00 - \$5,000, Transportation Expenditure - Local (199) - 199.36.6494.00.045.99.0.00 - \$200, Travel-Students - Local (199) - 199.36.6412.00.045.99.0.00 - \$1,000, Fees & Dues AVID - Local (199) - 199.11.6497.00.045.31.0.00 - \$0, Miscellaneous operating expense - Local (199) - 199.11.6499.00.045.31.0.00 - \$2,100, Travel-Employee - Local (199) - 199.12.6411.00.045.11.0.00 - \$0, Fees & Dues - Local (199) - 199.12.6495.00.045.11.0.00 - \$0, Travel-Employee - Local (199) - 199.13.6411.00.045.99.0.00 - \$0, Miscellaneous Operating Expense - Local (199) - 199.31.6499.00.045.99.0.00 - \$0, Travel-Students - Local (199) - 199.11.6412.00.045.11.0.00 - \$1,000, Transportation Expenditure - Local (199) - 199.11.6494.00.045.11.0.00 - \$300, Fees and Dues - Local (199) - 199.11.6497.00.045.11.0.00 - \$0, - Title IV 289 - 289.11.6239.00.045.11.0.00 - \$0	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Region One/Staff Development Testing Director needs to attend mandatory Region One updates. <b>Strategy's Expected Result/Impact:</b> Training <b>Staff Responsible for Monitoring:</b> Testing Director Dean of Instruction  <b>Funding Sources:</b> Region Education Services - Local (199) - 199.23.6239.00.045.99.0.00 - \$100	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Extra Duty Pay Provides funds for testing personnel to compensate for working and/or after regular hours, during summer administrations, etc. <b>Strategy's Expected Result/Impact:</b> Time Cards <b>Staff Responsible for Monitoring:</b> Testing Director Dean Of Instruction  <b>Funding Sources:</b> Extra Duty Pay-Tchr/Prof - Local (199) - 199.11.6118.00.045.11.0.EP - \$1,500, Extra Duty Pay-Tchr/Prof - Local (199) - 199.11.6118.ST.045.31.0.00 - \$1,500, Social Security Medicare - Local (199) - 199.11.6141.00.045.11.0.EP - \$30, Workers Compensation - Local (199) - 199.11.6143.00.045.11.0.EP - \$20, Unemployment Compensation - Local (199) - 199.11.6145.00.045.11.0.EP - \$50, Teacher Retirement/TRS Care - Local (199) - 199.11.6146.00.045.11.0.EP - \$45	Formative			Summative
	Sept	Dec	Mar	June







Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Contracted Services: Maintenance & Repair. Library Services, Support Agreement, Mitinet Support Agreement, Unifirst, Services under Counseling and Guidance <b>Strategy's Expected Result/Impact:</b> Sign-In sheets, Agenda <b>Staff Responsible for Monitoring:</b> Administration  <b>Funding Sources:</b> - Local (199) - 199.12.6299.00.045.11.0.00 - \$900, - Local (199) - 199.12.6249.00.045.11.0.00 - \$0, - Local (199) - 199.12.6244.00.045.11.0.00 - \$0	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Operating Leases, Library Services, Copier <b>Strategy's Expected Result/Impact:</b> EOY Data Usage <b>Staff Responsible for Monitoring:</b> Administration  <b>Funding Sources:</b> Operating Leases - Local (199) - 199.11.6269.00.045.11.0.00 - \$25,000, Operating Leases Library - Local (199) - 199.12.6269.00.045.11.0.00 - \$75	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Fixed Assets, Computers Replace Lap Tops, Data Projectors, Filing Cabinets, Chairs <b>Strategy's Expected Result/Impact:</b> Campus Needs Assessment <b>Staff Responsible for Monitoring:</b> Administration  <b>Funding Sources:</b> - Local (199) - 199.11.6395.00.045.11.0.00 - \$0, - Local (199) - 199.23.6395.00.045.99.0.00 - \$4,800	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Library Reading materials, Magazines and Periodicals, Text books, Lost Text books <b>Strategy's Expected Result/Impact:</b> Campus Needs Assessment <b>Staff Responsible for Monitoring:</b> Administration  <b>Funding Sources:</b> - Local (199) - 199.12.6329.00.045.11.0.00 - \$3,000, Textbooks - Local (199) - 199.11.6321.00.045.0.00 - \$150	Formative			Summative
	Sept	Dec	Mar	June

Strategy 10 Details		Reviews			
<b>Strategy 10:</b> Reimburse staff for travel and/or mileage for any and all required related activities (i.e. professional conferences, trainings, etc.) <b>Strategy's Expected Result/Impact:</b> Travel Paperwork <b>Staff Responsible for Monitoring:</b> Administration  <b>Funding Sources:</b> - Local (199) - 199.23.6411.00.045.99.0.00 - \$200		Formative			Summative
		Sept	Dec	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>					

**Goal 4:**

AP Solis will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 6:** Warehouse Department: The District will ensure that requisitions requested by campus/department are expedited in a timely manner as per identified needs.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide all necessary textbooks and materials to ensure student success. <b>Strategy's Expected Result/Impact:</b> Textbook inventories, requisitions <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for C & I, Directors, Campus Administration  <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 4:**

AP Solis will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.

**Performance Objective 7:** Custodial Department: AP Solis will ensure that 100% of all facilities are cleaned to an optimal hygiene level and maintain an environment that is conducive for learning at least 2 times per day.





**Evaluation Data Sources:** Custodial reports.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Supplies for Maintenance/Operations: Paint, Wax, Cameras. Maintain/Repair Vehicles: Cart Battery, Tires PPE Equipment  <b>Strategy's Expected Result/Impact:</b> All work order requests are completed. <b>Staff Responsible for Monitoring:</b> District Director Campus Admin.  <b>Funding Sources:</b> Supplies for Maint/Oper - Local (199) - 199.51.6315.00.045.99.0.00 - \$2,600, Miscellaneous Contracted Services - Local (199) - 199.51.6299.00.045.99.0.00 - \$3,200, Maint/Repair Vehicles - Local (199) - 199.52.6246.00.045.99.0.00 - \$0, - Local (199) - 199.52.6319.00.045.99.0.00 - \$0, PPE Supplies - 266.11.6399.00.045.24.0.P1 - \$0, - Local (199) - 199.52.6399.00.045.99.0.00 - \$1,000		Formative			Summative
		Sept	Dec	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Goal 4:**

AP Solis will continue to follow sound fiscal and managerial practices to provide a highly qualified staff, appropriate resources, technology, and well-maintained facilities to promote increased student achievement.





**Performance Objective 8:** Maintenance Department: The District will ensure that 95% of the work order requests are accurate and improve the completion rate from 90% to 95%.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Provide follow-up on workorders to ensure timely repair, attention to and servicing of campus/building to ensure interruption free instruction. <b>Strategy's Expected Result/Impact:</b> All work order requests are completed. <b>Staff Responsible for Monitoring:</b> District Director Campus Admin.  <b>TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> - Title I (211) - 211.61.6499.00.045.24.0.00 - \$0		Formative			Summative
		Sept	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

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

**Performance Objective 1:** Risk Management: AP Solis will ensure that 85% of all campuses have an effective Emergency Operations Plan that meets all elements outlined by the Texas School Safety in place by first six weeks.





**Evaluation Data Sources:** Training

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct campus drills to determine safety issues, concerns to be addressed for correction. <b>Strategy's Expected Result/Impact:</b> Documentation of Safety Drills <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Update and maintain and Emergency Response Plan for the campus. <b>Strategy's Expected Result/Impact:</b> Emergency Response Plan <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 2:** Police Department: AP Solis will decrease the number of cases that fall under the mandatory DAEP or Expulsion offenses by 10% each year by increasing the visibility and proximity to students at the respective campuses.

**Evaluation Data Sources:** PEIMS Discipline Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide classroom presentations: i.e. drug awareness, gangs, bullying, tobacco, etc) <b>Strategy's Expected Result/Impact:</b> Sign-In, Logs <b>Staff Responsible for Monitoring:</b> Campus administration, Counselors, District Police Department  <b>Funding Sources:</b> - Title IV 289 - 289.6399.00.045.11.0.00 - \$4,000	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Supplement security measures with district support (i.e. surveillance equipment, security guards, drones, etc.) <b>Strategy's Expected Result/Impact:</b> Schedules, Requisitions <b>Staff Responsible for Monitoring:</b> Campus administration, Counselors, District Police Department	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Install Key-less door entry systems with cameras where visitors will have to be buzzed in to enter the campus. <b>Strategy's Expected Result/Impact:</b> Safer Campus <b>Staff Responsible for Monitoring:</b> Campus Administration Police Dept.  <b>Funding Sources:</b> - Title IV 289 - \$0	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Install door barricade system to all classrooms to be used only in the event of a lock down/shelter in place <b>Strategy's Expected Result/Impact:</b> Safer Campus <b>Staff Responsible for Monitoring:</b> Campus Administration Police Dept.  <b>Funding Sources:</b> - Title IV 289 - \$0	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 3:** Insurance: AP Solis will ensure that 100% of all employees, students, and facilities have insurance coverage during the full contract period.

**Evaluation Data Sources:** Communications regarding district opportunities for coverage and insurance.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Disseminate information to campus stemming from district provision of insurance coverage with approved vendors. <b>Strategy's Expected Result/Impact:</b> Schedules <b>Staff Responsible for Monitoring:</b> Campus Administration, Safety and Risk Management	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



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

**Performance Objective 4:** Nursing/Health Services: AP Solis will ensure that 100% of all students enrolled will be screened for Vision, Hearing, Scoliosis and Acanthosis Nicrigans and ensure that 100% of all student's immunizations are up to date before submitting Annual Immunization report in October.





**Evaluation Data Sources:** Screening Report from Campus, IMM Track2, Requisitions for Vision and Hearing

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide vision, dental, hearing and scoliosis screenings to students as needed and health supplies needed for screenings. <b>Strategy's Expected Result/Impact:</b> Report to District Health Services <b>Staff Responsible for Monitoring:</b> Licensed and Non-Licensed Nursing Staff  <b>Funding Sources:</b> - Title I (211) - 211.33.6219.00.045.24.0.00 - \$200	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Maintain a Coordinated School Health program through four annual SHAC (Student Health Advisory Committee) meeting that include multiple departments and community members. The committee will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. <b>Strategy's Expected Result/Impact:</b> agendas sign-ins <b>Staff Responsible for Monitoring:</b> Directors of the following departs. Federal Programs Food Services/Nutrition Nursing Physical Education Safety Student Support Services Parental Involvement	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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





**Performance Objective 5:** Nutrition/Food Services: AP Solis will provide nutritional meals to 100% of all PK-12 students to support academic success.

**Evaluation Data Sources:** Meals served as checks done by Nutrition Department of Cafeteria.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Support the Nutrition Department's effort in providing nutritional education to students. <b>Strategy's Expected Result/Impact:</b> District Newsletter <b>Staff Responsible for Monitoring:</b> Child Nutrition Director, Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 6:** Student Support Services: AP Solis will ensure our Middle School and High School students will be psychologically and emotionally served to decrease the frequency of inappropriate and disruptive behavior by 20%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A. P. Solis will support the efforts of the DISD Attendance and Student Engagement Department in the provision of resources to ensure our counselors attend necessary trainings throughout the school year, <b>Strategy's Expected Result/Impact:</b> Sign-In, Certificates <b>Staff Responsible for Monitoring:</b> Director of Student Engagement, Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 7:** A. P. Solis will support the district's efforts in assisting teachers and students with achieving at the highest level of excellence in all interscholastic competitions.

**Evaluation Data Sources:** Professional Development, Inventory reports, Lesson Plans, Evaluation Reports, Competition results, PEIMS Enrollment and Endorsement reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Encourage and support student participation with all the department's respective competitions. <b>Strategy's Expected Result/Impact:</b> Attendance <b>Staff Responsible for Monitoring:</b> Fine Arts Director, Campus Administration, Fine Arts Teachers	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





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

**Performance Objective 8:** Drop Out Prevention: A. P. Solis will increase their attendance rate to 97% for all students.

**Evaluation Data Sources:** TAPR and PBMAS Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify and provide RTI, tutoring, counseling and school/community resources to those in need. <b>Strategy's Expected Result/Impact:</b> Eduphoria RTI List, Counseling Logs, <b>Staff Responsible for Monitoring:</b> Campus Administration, RTI Director  <b>- TEA Priorities:</b> Improve low-performing schools	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implementation of campus based attendance committee. <b>Strategy's Expected Result/Impact:</b> 6 wk reviews of attendance, copies of truancy letters and notifications <b>Staff Responsible for Monitoring:</b> Campus Administration, District Intake/Attendance Dept.  <b>TEA Priorities:</b> Improve low-performing schools	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop a campaign to encourage and recognize students to come to school regularly and stay in school through enhanced attendance, completion, anti-bullying and dropout prevention efforts, and student recognition initiatives and incentives.  <b>Strategy's Expected Result/Impact:</b> Texas Academic Performance Report: Attendance and dropout percentages. Six Weeks District attendance reports. <b>Staff Responsible for Monitoring:</b> Director of Intake Center, Truancy Officers, Campus Principals, Attendance Helpers, teachers, counselors.  <b>Funding Sources:</b> - Local (199) - 199.12.6498.00.045.11.0.00 - \$150, - Local (199) - 199.11.6498.00.045.11.0.00 - \$1,650, - Local (199) - 199.11.6499.00.045.11.0.00 - \$100, - Title IV 289 - 289.31.6498.00.045.11.0.00 - \$0, - Title IV 289 - 289.31.6399.00.045.11.0.00 - \$0, - Title IV 289 - 289.31.6299.00.045.11.0.00 - \$0, - Title IV 289 - 289.31.6499.00.045.11.0.00 - \$0	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Identify and provide RTI, tutoring, counseling, and school/community resources to homeless students. <b>Strategy's Expected Result/Impact:</b> Students will master state administered assessments <b>Staff Responsible for Monitoring:</b> Academic Officers, RTI Director	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Conduct 6 wks. attendance audits Study trends to target populations and maintain accurate records. <b>Strategy's Expected Result/Impact:</b> Improved ADA Six wks attendance rates Annual ADA rate. <b>Staff Responsible for Monitoring:</b> Campus Admin. Intake/attendance dept. Truancy Officers McKinney-Vento Dept.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Follow district written protocol to address truancy and attendance trends.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Centralize intake center to include PK to 12th and comply with the provisions of the McKinney Vento Act and train on registration procedures. <b>Strategy's Expected Result/Impact:</b> Registration documentation. <b>Staff Responsible for Monitoring:</b> Director & Attendance Staff	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Formation of campus based attendance committee <b>Strategy's Expected Result/Impact:</b> Enrollment data. <b>Staff Responsible for Monitoring:</b> Director & Attendance Staff, campus administrators.	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Ensure campuses inform parents on attendance rules, credit denial, promotion and truancy. <b>Strategy's Expected Result/Impact:</b> Meetings, Agenda, Sign-In Sheets <b>Staff Responsible for Monitoring:</b> Attendance Director and staff	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Assist schools with recovering leavers and train on leaver recovery. <b>Strategy's Expected Result/Impact:</b> AEIS <b>Staff Responsible for Monitoring:</b> Director & Attendance Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Examine attendance records and follow up on student absences and truancy. Adopt a highway clean up service <b>Strategy's Expected Result/Impact:</b> Truancy court Records Campus Referrals <b>Staff Responsible for Monitoring:</b> Attendance Staff & Director	Formative			Summative
	Sept	Dec	Mar	June
Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Incentive Program district and campus. Perfect attendance, Fun Day, and Dean's List (rewards), EOY Events <b>Strategy's Expected Result/Impact:</b> Warning Letters, weekly court filings, meeting with truant students. <b>Staff Responsible for Monitoring:</b> District and Campus level Staff  <b>Funding Sources:</b> - Local (199)	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





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

**Performance Objective 9:** Physical Education: AP Solis will require the Fitnessgram physical fitness assessment to be administered to 90% of all students enrolled in P.E. or course substituting for p.e. (athletics, band, ROTC) unless a student qualifies for valid exemption as per Fitnessgram testing policies.

**Evaluation Data Sources:** Fitness Gram, PEIMS Enrollment

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Collect fitness data for all students at all campuses enrolled in PE/Health using FITNESSGRAM. <b>Strategy's Expected Result/Impact:</b> Fitnessgram pre-and post-tests in 6th grade  Fitnessgram data (annual) in grade 3-12 <b>Staff Responsible for Monitoring:</b> Campus PE/Health teachers Principal and Director monitoring	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue implementation of Big Decisions (sexuality education), PAPA, and Project alert curricula at all middle school campuses. Implement a reporting or tracking system to monitor implementation. <b>Strategy's Expected Result/Impact:</b> Lesson plans Implementation reports <b>Staff Responsible for Monitoring:</b> Campus/PE Health teachers Director monitoring	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Maintain a 45:1 ratio in PE/Health courses to ensure safety and monitoring of the students. <b>Strategy's Expected Result/Impact:</b> campus grade-level rosters <b>Staff Responsible for Monitoring:</b> HR department Campus Principals.	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Maintain up-to-date PE/Health timelines in online Curriculum Collaborative aligning state standards and district-adopted curricula. <b>Strategy's Expected Result/Impact:</b> Curriculum Collaborative. <b>Staff Responsible for Monitoring:</b> Director Head PE/Health Teacher	Formative			Summative
	Sept	Dec	Mar	June



Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide students with opportunities to travel and compete with other schools. <b>Strategy's Expected Result/Impact:</b> Lesson Plans, Competition Schedules, Travel Requests, Student Permission Forms <b>Staff Responsible for Monitoring:</b> Director, Head PE/Health Teacher, Campus P.E. Teachers, Campus Administration.	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				





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

**Performance Objective 10:** Advanced Academics: A. P. Solis will ensure that 97% of GT students enrolled in Pre-AP and AP courses meet state standards on all areas of STAAR.

**Evaluation Data Sources:** TAPR Report, PBMAS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A.P. Solis will be provided with opportunities for GT students to work together in flexible groupings and use inquiry and discovery through TPSP, Robotics, and NASA projects of study during Academic Elective periods. <b>Strategy's Expected Result/Impact:</b> Classroom observation, lesson plans <b>Staff Responsible for Monitoring:</b> Campus admin Gifted/Talented teachers AAS Direct  <b>Funding Sources:</b> - Title IV 289 - 289.11.6399.00.045.11.0.00 - \$4,340	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will be provided opportunities to participate in high level extracurricular activities such as spelling bee, UIL, & Battle of the Books.  Students will attend educational field trips. <b>Strategy's Expected Result/Impact:</b> Generated & paid for requisitions <b>Staff Responsible for Monitoring:</b> AAS Director, Campus admin, Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Sec.: Pre-AP/AP and GT Elementary will participate in summer reading program <b>Strategy's Expected Result/Impact:</b> List of assignments and books <b>Staff Responsible for Monitoring:</b> Campus admin, AAS Director, librarians, Pre-AP teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide adequate/effective GT basic and maintenance training such as 30 hour mandatory training and 6 hour update training as well as training for Pre-AP/AP teachers (Pre-AP/AP Summer Institute, 12 hours in GT and 6 hour update) <b>Strategy's Expected Result/Impact:</b> Sign in sheets, certificates generated <b>Staff Responsible for Monitoring:</b> AAS Director, campus admin	Formative			Summative
	Sept	Dec	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Offer opportunities for training in TPSP by Region 1 to ensure teachers, are implementing correctly. Adequate training for teachers, counselors and administrators to meet student's needs (Humanities Workshop/Region I, CAMT), RGVCTM, TABE, AVID Summer Institute. Principal and/or Dean will attend TEPSA/TASSP conference in the summer. Team Mario Autism conference-Edinburg <b>Strategy's Expected Result/Impact:</b> Sign in sheets and certificates of training. <b>Staff Responsible for Monitoring:</b> AAS Director and teachers  <b>Funding Sources:</b> - Title I (211), AVID - Local (199) - 199.13.6411.045.31.0.00 - \$0	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide foundation or continued training to Pre-AP/AP teachers (Texas State Plan requires teachers teaching Pre-AP/AP which is how our G/T are provided services at secondary level to attend a minimum of 12 hours in GT training; Donna ISD selects to have secondary teachers acquire their training through Pre-AP Summer Institute. <b>Strategy's Expected Result/Impact:</b> Sign in sheet and certificates generated <b>Staff Responsible for Monitoring:</b> AAS Director, campus admin	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Recognize TPSP participants with medals or by placing in the district newspaper & Science Fair, Social Studies Fair, ELA recognition, Math recognition. <b>Strategy's Expected Result/Impact:</b> Competition results <b>Staff Responsible for Monitoring:</b> AAS Director, campus admin, classroom teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Sec. Recognition of Tex Prep students at end of year awards <b>Strategy's Expected Result/Impact:</b> Results given to Donna ISD by UTPA Tex Prep acceptance of students <b>Staff Responsible for Monitoring:</b> AAS Director, campus admin,	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Provide G/T instructional resources to supplement instructional programs in all core areas and technology to increase student achievement, performance and prepare them for college, career and the workforce. <b>Strategy's Expected Result/Impact:</b> Classroom observation, lesson plans, assessments <b>Staff Responsible for Monitoring:</b> AAS director, campus admin  <b>Funding Sources:</b> - GT (168) - 168.11.6399.00.045.21.0.00 - \$4,235, - Local (199) - \$0	Formative			Summative
	Sept	Dec	Mar	June

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide access for 7th grade to qualify for Duke Award. <b>Strategy's Expected Result/Impact:</b> Assessment results. <b>Staff Responsible for Monitoring:</b> Middle School Administration Academic Counselors	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				

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

**Performance Objective 11:** Technology Department: A.P. Solis will support the district with improving the work orders completion to 85% and assist all campuses and departments to improve their inventory accuracy to 90% and meet at least 85% of the stated objectives in the District's Technology Plan.

**Evaluation Data Sources:** Technology work orders-campus level

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

**Performance Objective 12:** Migrant: AP Solis will reduce the academic performance gap between the Migrant population and the Non-migrant population in the content areas by an average of 50%.

**Evaluation Data Sources:** STAAR Assessment Reports  
Eduphoria performance reports





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify and recruit migrant students eligible for program instructional and support services. <b>Strategy's Expected Result/Impact:</b> Certificates of Eligibility, Migrant Parent Surveys, Migrant Campus List, NGS Migrant List, PFS Migrant Staff <b>Staff Responsible for Monitoring:</b> District Migrant Staff, Counselors, Campus Migrant Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Determine individual needs for instructional and support services that will: Identify available resources and make referrals to address said needs such as attendance, drop prevention program; Coordinate with the entities to ensure that the child has access to the appropriate services; and follow-up to monitor and document progress. <b>Strategy's Expected Result/Impact:</b> Student Accountability Logs, Student Conference Logs, Daily Attendance Report, Attendance Logs <b>Staff Responsible for Monitoring:</b> Migrant Strategists; Migrant Lab teachers; Core subject area teachers; Campus Administrators; Academic Counselors; Teachers	Formative			Summative
	Sept	Dec	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Coordinate with available programs to ensure that migrant students are accessing opportunities to earn needed credits and make-up coursework which is lacking due to late arrival and/or early withdrawal. <b>Strategy's Expected Result/Impact:</b> Migrant Lab Prescription Form, Academic records from receiving states. <b>Staff Responsible for Monitoring:</b> Migrant Strategists; Academic Counselors, Migrant Lab Teachers; Migrant Campus Staff, Registrar	Formative			Summative
	Sept	Dec	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide coordination of homework assistance and tools; collaborating with existing programs and organizations to coordinate student access to resources and; providing students and parents with up-to-date and easy to understand information on how to access homework assistance when needed.  <b>Strategy's Expected Result/Impact:</b> Progress Reports, Report Cards, Bundle Test Results, Home Visit Documentation, Technology Check-Out Form <b>Staff Responsible for Monitoring:</b> Migrant strategist; Migrant counselors; Migrant Lab teachers, Migrant Campus Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Coordinate with the Texas Migrant Interstate Program/TMIP during the summer months in order to serve students from Texas who may attend out of state summer migrant programs. <b>Strategy's Expected Result/Impact:</b> TMIP Referral Form, STAAR Confidential Student Reports, Out of State Testing Report, Transfer Documents. <b>Staff Responsible for Monitoring:</b> Migrant Strategists, TMIP Staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Conduct a full day retreat or half day workshop of migrant middle school students aimed at PFS developing students' ability to seek and secure timely attention and appropriate interventions regarding academically related and non-academically related issues they may face <b>Strategy's Expected Result/Impact:</b> Sign-in sheets; Agendas, PFS Migrant List <b>Staff Responsible for Monitoring:</b> Migrant Strategist, Migrant Liaison; Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Offer supplemental instruction to PFS or Migrant students in the core content areas and tutorials in the Migrant Lab and/or through a Migrant External Tutor. <b>Strategy's Expected Result/Impact:</b> Progress reports; Report Cards, Bundle Tests, Benchmarks and campus Assessments; proposal for External Tutors. <b>Staff Responsible for Monitoring:</b> Campus administration; Migrant Strategist; Migrant Staff, Academic Counselors	Formative			Summative
	Sept	Dec	Mar	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide school supplies and clothing (uniforms, under garments, shoes and jackets when necessary.) <b>Strategy's Expected Result/Impact:</b> Vouchers, Signed student rosters acknowledging the receipt of school supplies, uniforms, etc. <b>Staff Responsible for Monitoring:</b> Campus Administrations, Federal Programs  <b>Funding Sources:</b> Clothing - Title I (211) - 211.32.6499.00.045.24.0.00 - \$1,052.23	Formative			Summative
	Sept	Dec	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Prioritize instructional and support services for targeted PFS students first before regular migrant students by: tracking their academic progress to ensure that their needs are being met and to make contact by phone or home visits for those that are failing in the core subject areas. <b>Strategy's Expected Result/Impact:</b> Student Accountability Logs, Home Visitor Forms, Parent Contact Logs <b>Staff Responsible for Monitoring:</b> Campus administration. Migrant Strategists, Campus Migrant Staff,	Formative			Summative
	Sept	Dec	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Provide transportation for migrant students for the purpose of providing community services and leadership academies, workshops, conferences and/or college and university visits. <b>Strategy's Expected Result/Impact:</b> Student Sign-In Forms, Eligible Migrant Student Lists, Travel Requests, Permission Forms, Class Grades <b>Staff Responsible for Monitoring:</b> Migrant Strategist, Campus Migrant Staff, Campus Administration & Transportation staff	Formative			Summative
	Sept	Dec	Mar	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Provide information to school staff to increase their awareness of migrant middle school students' need for timely attention appropriate interventions (according to local procedure in place) for academic and non-academic problems or concerns and provide direction to MEP & non MEP STAFF. <b>Strategy's Expected Result/Impact:</b> Sign-In Sheets, Agendas <b>Staff Responsible for Monitoring:</b> Migrant Strategist, Campus Migrant Staff, & Campus Administration	Formative			Summative
	Sept	Dec	Mar	June







Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children. <b>Strategy's Expected Result/Impact:</b> Progress Reports, Parent Meeting Agendas, Home Visitation Reports, & Parent Contact Logs <b>Staff Responsible for Monitoring:</b> Migrant Strategist, Campus Migrant Staff, & Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Create an extracurricular club or leadership organization specific to migrant students which meet regularly and is designed to: develop effective learning and study skills, help students seek and receive help from parents, peers and teachers, provide leadership opportunities and facilitate social engagement with school community <b>Strategy's Expected Result/Impact:</b> Migrant Club Meeting Agendas, Sign-In sheets, travel requests, Migrant Club Minutes. <b>Staff Responsible for Monitoring:</b> Migrant Strategists, Campus Migrant Staff, Migrant Club Sponsors	Formative			Summative
	Sept	Dec	Mar	June
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Replace out dated and inoperable computer lab equipment, other technology related equipment and furniture in migrant labs, migrant campus staff offices and MEP central office on an " as needed" basis <b>Strategy's Expected Result/Impact:</b> Purchase Orders <b>Staff Responsible for Monitoring:</b> Migrant Director; Migrant Strategists; Migrant Campus Staff; Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Provide monies for lease, maintenance, & repair for MEP and migrant campus staff equipment to include purchases of new equipment, office supplies and ink for printers <b>Strategy's Expected Result/Impact:</b> Purchase Orders <b>Staff Responsible for Monitoring:</b> Migrant Strategist, Campus Migrant Staff, & Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 16 Details	Reviews			
<b>Strategy 16:</b> Reimburse all MEP staff for travel and/or mileage for any and all required MEP related activities <b>Strategy's Expected Result/Impact:</b> Reimbursement Claim reports and Related Travel detail <b>Staff Responsible for Monitoring:</b> Migrant Strategist, Campus Migrant Staff, & Campus Administration	Formative			Summative
	Sept	Dec	Mar	June

Strategy 17 Details	Reviews			
<b>Strategy 17:</b> Provide opportunities for MEP staff to attend local/regional, state/ national MEP conferences and other related conferences <b>Strategy's Expected Result/Impact:</b> Travel Request Forms; Conference Registrations <b>Staff Responsible for Monitoring:</b> Migrant Strategist, Campus Migrant Staff, & Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
Strategy 18 Details	Reviews			
<b>Strategy 18:</b> Provide high quality and ongoing professional development and/or training for MEP staff to include ID/R training, New Generation System/NGS training and other Professional Development Trainings. <b>Strategy's Expected Result/Impact:</b> Workshop Registrations, Certificates of Participation, Travel Requests <b>Staff Responsible for Monitoring:</b> Migrant Strategist, Campus Migrant Staff, & Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				

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

**Performance Objective 13:** Special Education: A. P. Solis will improve its overall academic rating in the area of reading and writing in 2018 as per the Texas Education Agency Performance Based Monitoring Analysis System by A one A performance A level A indicator.





**Evaluation Data Sources:** TAPR Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide campus trainings in the area of accommodations and designated supports. <b>Strategy's Expected Result/Impact:</b> increase teacher awareness of accommodations  increase accommodation implementation and effectiveness  increase academic performance  increase academic classroom performance <b>Staff Responsible for Monitoring:</b> Campus administration.	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

**Performance Objective 1:** CLPAC: A.P. Solis will maintain the required members in the Campus Level Planning and Advisory Committee to oversee campus decisions, plans, and improvement activities at least 4 times per year.





**Evaluation Data Sources:** CLPAC meeting sign ins and agendas

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A.P. Solis will maintain the required members in the Campus Level Planning and Advisory Committee to oversee campus decisions, plans, and improvement activities at least 4 times per year. <b>Strategy's Expected Result/Impact:</b> CLPAC meeting sign ins and agendas <b>Staff Responsible for Monitoring:</b> CLPAC Members, Campus Administration	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

**Performance Objective 2:** Parental and Family Engagement Department: The District will increase the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year.





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A. P. Solis will support the district's Parental and Family Engagement Department with increasing the number of parent/community volunteers by 5% and increase the parent attendance by 10% at district meetings/events each year and provide light refreshments to parents attending meetings. <b>Strategy's Expected Result/Impact:</b> Volunteer sign in at each site on a daily basis and the sign in at the district meetings. <b>Staff Responsible for Monitoring:</b> Campus Administration, District Student Engagement Director  <b>Funding Sources:</b> - Title I (211) - 211.61.6499.00.045.24.0.00 - \$100	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

**Performance Objective 3:** Bilingual/ESL: Goal/Objective relating to informing parents of the district Bilingual/ESL model.





**Evaluation Data Sources:** Meeting agendas and sign in sheets, flyers

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Support parents of bilingual students by holding parent meetings/sessions that provide parents information on the district's Bilingual/ESL model, strategies for student support, student activities, etc.  <b>Strategy's Expected Result/Impact:</b> meeting minutes and sign-ins <b>Staff Responsible for Monitoring:</b> Director	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

**Performance Objective 4:** The migrant department will have 4 out 4 PAC meetings throughout the school year for migrant parents. (100%)

**Evaluation Data Sources:** PAC meeting agendas and sign in sheets.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children through a minimum of 4 PAC meetings throughout the year. <b>Strategy's Expected Result/Impact:</b> Progress Reports, Parent Meeting Agendas, Home Visitation Reports, & Parent Contact Logs <b>Staff Responsible for Monitoring:</b> Migrant Strategist, Campus Migrant Staff, & Campus Administration  <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>  No Progress           </div> <div>  Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>				

**Goal 6:** A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

**Performance Objective 5:** Nursing/Health Services: Goal/Objective relating to parent education meetings/SHAC meetings.

**Evaluation Data Sources:** Agendas and sign ins of SHAC meetings, and agendas from Family Engagement meetings.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain a Coordinated School Health program through four annual SHAC (Student Health Advisory Committee) meeting that include multiple departments and community members. The committee will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. <b>Strategy's Expected Result/Impact:</b> agendas sign-ins <b>Staff Responsible for Monitoring:</b> Directors of the following departments: Federal Programs Food Services/Nutrition Nursing Physical Education Safety Student Support Services Parental Involvement	Formative			Summative
	Sept	Dec	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



**Goal 6:** A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

**Performance Objective 6:** Fine Arts: The district will inaugurate school/community committees and meet at least 4 times a school year to support continuous success for all Fine Art students.





**Evaluation Data Sources:** Fine Arts cross-curricular projects, Community engagement projects, Committee agendas/sign-in documents.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> A. P. Solis will support the district's efforts in the implementation of a fine arts committee that meets a minimum of 4 times a year. <b>Strategy's Expected Result/Impact:</b> Parent Meeting Agendas and sign-ins <b>Staff Responsible for Monitoring:</b> Fine Arts Director, Fine Arts Staff, & Campus Administration  <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Sept	Dec	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 6:** A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

**Performance Objective 7:** Nutrition/Food Services: Goal/Objective relating to SHAC meetings.

**Evaluation Data Sources:** Shac agendas and meetings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Maintain a Coordinated School Health program through four annual SHAC (Student Health Advisory Committee) meeting that include multiple departments and community members. The committee will consider various data sources (fitness, attendance, academic performance, health, safety, nutrition) in order to set objectives and goals to promote and improve the overall health of our students. <b>Strategy's Expected Result/Impact:</b> agendas sign-ins <b>Staff Responsible for Monitoring:</b> Directors of the following departs. Federal Programs Food Services/Nutrition Nursing Physical Education Safety Student Support Services Parental Involvement	Formative			Summative
	Sept	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 6:** A.P. Solis will collaborate with parents, community members, and staff to promote continuous success for all students through an effective planning and advisory process.

**Performance Objective 8:** Transportation Department: The District will ensure that 90% of the district's bus routes will be on time to drop student at their respective campuses.

**Evaluation Data Sources:** Campus feedback and communication (emails)

# Campus Funding Summary

State Comp.(164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3		164.11.6399.00.045.30.0.00	\$10,500.00
Sub-Total					\$10,500.00
Budgeted Fund Source Amount					\$12,800.00
+/- Difference					\$2,300.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		199.11.6399.00.045.11.0.00	\$6,599.00
1	1	4		199.11.6239.00.045.11.0.00	\$5,600.00
2	1	3		199.11.6399.00.045.31.0.00	\$15,020.00
2	1	6		199.11.6399.00.045.11.0.00	\$2,300.00
2	1	10		199.12.6498.00.045.11.0.00	\$100.00
2	1	10		199.11.6498.00.045.11.0.00	\$2,650.00
2	1	10		199.11.6499.00.045.11.0.00	\$130.00
2	1	13	Region I	199.12.6239.00.045.11.0.00	\$100.00
2	3	2			\$0.00
2	5	4			\$0.00
4	5	1	Teacher/Office Supplies	199.12.6399.00.045.11.0.00	\$850.00
4	5	1	Teacher/Office Supplies	199.23.6399.00.045.99.0.00	\$3,250.00
4	5	1	Teacher/Office Supplies	199.31.6399.00.045.99.0.00	\$1,000.00
4	5	1	F. Assets	199.12.6395.00.045.11.0.00	\$0.00
4	5	1	Teacher/Office Supplies	199.36.6399.00.045.33.0.00	\$0.00
4	5	1	Teacher/Office Supplies	199.13.6399.00.045.99.0.00	\$650.00
4	5	1	Supplies for Maint/Oper	199.23.6319.00.045.99.0.00	\$100.00
4	5	1	Teacher/Office Supplies	199.11.6399.00.045.11.0.00	\$16,000.00
4	5	1	Fixed Assets	199.11.6395.00.045.11.0.00	\$3,500.00
4	5	2	Testing Materials	199.11.6339.00.045.11.0.00	\$200.00
4	5	3	Travel-Employee	199.31.6411.00.045.11.0.00	\$0.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	5	3	Travel-Students AVID	199.11.6412.00.045.31.0.00	\$5,000.00
4	5	3	Transportation Expenditure	199.36.6494.00.045.99.0.00	\$200.00
4	5	3	Travel-Students	199.36.6412.00.045.99.0.00	\$1,000.00
4	5	3	Fees & Dues AVID	199.11.6497.00.045.31.0.00	\$0.00
4	5	3	Miscellaneous operating expense	199.11.6499.00.045.31.0.00	\$2,100.00
4	5	3	Travel-Employee	199.12.6411.00.045.11.0.00	\$0.00
4	5	3	Fees & Dues	199.12.6495.00.045.11.0.00	\$0.00
4	5	3	Travel-Employee	199.13.6411.00.045.99.0.00	\$0.00
4	5	3	Miscellaneous Operating Expense	199.31.6499.00.045.99.0.00	\$0.00
4	5	3	Travel-Students	199.11.6412.00.045.11.0.00	\$1,000.00
4	5	3	Transportation Expenditure	199.11.6494.00.045.11.0.00	\$300.00
4	5	3	Fees and Dues	199.11.6497.00.045.11.0.00	\$0.00
4	5	4	Region Education Services	199.23.6239.00.045.99.0.00	\$100.00
4	5	5	Unemployment Compensation	199.11.6145.00.045.11.0.EP	\$50.00
4	5	5	Extra Duty Pay-Tchr/Prof	199.11.6118.ST.045.31.0.00	\$1,500.00
4	5	5	Social Security Medicare	199.11.6141.00.045.11.0.EP	\$30.00
4	5	5	Workers Compensation	199.11.6143.00.045.11.0.EP	\$20.00
4	5	5	Teacher Retirement/TRS Care	199.11.6146.00.045.11.0.EP	\$45.00
4	5	5	Extra Duty Pay-Tchr/Prof	199.11.6118.00.045.11.0.EP	\$1,500.00
4	5	6		199.12.6299.00.045.11.0.00	\$900.00
4	5	6		199.12.6249.00.045.11.0.00	\$0.00
4	5	6		199.12.6244.00.045.11.0.00	\$0.00
4	5	7	Operating Leases	199.11.6269.00.045.11.0.00	\$25,000.00
4	5	7	Operating Leases Library	199.12.6269.00.045.11.0.00	\$75.00
4	5	8		199.11.6395.00.045.11.0.00	\$0.00
4	5	8		199.23.6395.00.045.99.0.00	\$4,800.00
4	5	9		199.12.6329.00.045.11.0.00	\$3,000.00
4	5	9	Textbooks	199.11.6321.00.045.0.00	\$150.00
4	5	10		199.23.6411.00.045.99.0.00	\$200.00
4	7	1		199.52.6399.00.045.99.0.00	\$1,000.00

Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	7	1	Supplies for Maint/Oper	199.51.6315.00.045.99.0.00	\$2,600.00
4	7	1	Miscellaneous Contracted Services	199.51.6299.00.045.99.0.00	\$3,200.00
4	7	1	Maint/Repair Vehicles	199.52.6246.00.045.99.0.00	\$0.00
4	7	1		199.52.6319.00.045.99.0.00	\$0.00
5	8	3		199.12.6498.00.045.11.0.00	\$150.00
5	8	3		199.11.6498.00.045.11.0.00	\$1,650.00
5	8	3		199.11.6499.00.045.11.0.00	\$100.00
5	8	12			\$0.00
5	10	5	AVID	199.13.6411.045.31.0.00	\$0.00
5	10	9			\$0.00
Sub-Total					\$113,719.00
Budgeted Fund Source Amount					\$116,124.00
+/- Difference					\$2,405.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3		211.11.6399.00.045.24.0.00	\$4,000.00
1	1	4		211.13.6239.00.045.24.0.00	\$0.00
1	1	6			\$0.00
1	1	7			\$0.00
1	1	9		211.11.6399.00.045.24.0.00	\$0.00
2	1	2			\$0.00
2	1	3		211.11.6399.00.045.24.0.00	\$4,303.50
2	1	7			\$0.00
2	1	9		211.11.6399.00.045.24.0.00	\$6,696.50
2	1	12			\$0.00
2	1	13		211.11.6291.00.045.24.0.00	\$2,500.00
4	2	2		211.11.6141.00.045.24.0.TT	\$0.00
4	2	2		211.11.6146.00.045.24.0.TT	\$0.00
4	2	2		211.11.6118.00.045.24.0.TT	\$0.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2		211.11.6143.00.045.24.0.TT	\$0.00
4	2	2		211.11.6145.00.045.24.0.TT	\$0.00
4	5	1	Fixed Assets	211.11.6395.00.045.24.0.00	\$6,374.00
4	8	1		211.61.6499.00.045.24.0.00	\$0.00
5	4	1		211.33.6219.00.045.24.0.00	\$200.00
5	10	5			\$0.00
5	12	8	Clothing	211.32.6499.00.045.24.0.00	\$1,052.23
6	2	1		211.61.6499.00.045.24.0.00	\$100.00
Sub-Total					\$25,226.23
Budgeted Fund Source Amount					\$25,226.23
+/- Difference					\$0.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		255.11.6399.11.045.24.0.00	\$2,956.00
1	1	4	Travel-Employee Only	255.13.6411.00.045.25.0.00	\$0.00
1	1	4	Regional Education Services	255.13.6239.00.045.24.0.00	\$0.00
1	1	4		255.23.6411.00.045.24.0.00.0	\$0.00
1	1	4		255.13.6411.00.045.24.0.00.0	\$1,500.00
1	1	11	Professional Development Administration	255.23.6239.00.045.24.0.00	\$500.00
2	1	3		255.13.6399.11.045.24.0.00	\$0.00
2	1	4		255.13.6411.00.045.25.0.00	\$0.00
Sub-Total					\$4,956.00
Budgeted Fund Source Amount					\$4,956.00
+/- Difference					\$0.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		263.11.6399.00.045.25.0.00	\$12,166.00
1	1	4		263.13.6411.00.045.025.0.00	\$250.00
2	1	3		263.13.6329.00.045.25.0.00	\$500.00
2	1	4		263.13.6411.00.045.025.0.00	\$250.00

Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$13,166.00
Budgeted Fund Source Amount					\$13,166.00
+/- Difference					\$0.00
Gear Up (274)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	6	1		Regional Education Services - GEAR UP 274.11.6239.00.045.24.0.00 Professional Development 274.11.6299.00.045.24.0.00 Substitutes 274.11.6112.00.045.24.0.00 Consultant Services 274.13.6291.00.045.24.0.00	\$0.00
3	6	2		Travel Expenditures - 274.11.6494.00.045.24.0.00	\$0.00
3	6	2		Travel-Students - GEAR UP 274.11.6412.00.045.24.0.00	\$0.00
3	6	2		Misc. Contracted Services 274.11.6299.00.045.24.0.00	\$0.00
3	6	2		Regional Education Services 274.13.6239.00.045.24.0.00	\$0.00
3	6	3		Travel: Substitutes & Non-Employees - GEAR UP 274.61.6419.00.045.24.0.00	\$0.00
3	6	4		Travel-Students GEAR UP - 274.11.6412.00.045.24.0.00 Transportation Expenditures - 274.11.6494.00.045.24.0.00	\$0.00
3	6	5		College Prep Materials - GEAR UP 274.11.6339.00.045.24.0.00 Teacher Office Supplies 274.11.6399.00.045.24.0.00	\$0.00
3	6	6		Misc. Operating Expense - GEAR UP 274.11.6499.00.045.24.0.00	\$0.00
3	6	7		Travel Employee Only - GEAR UP 274.11.6411.00.045.24.0.00 Transportation Expenditures - 274.11.6494.00.045.24.0.00	\$0.00
3	6	7		Counselor Travel 274.31.6411.00.045.24.0.00	\$0.00
3	6	8		Part-time Employees 274.11.6125.00.045.24.0.TT	\$0.00
3	6	8		Extra Duty Pay Teacher/Prof. 274.11.6118.00.045.24.0.GU	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$91,745.00
+/- Difference					\$91,745.00



Title IV 289					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		289.11.6399.00.045.11.0.00	\$0.00
1	1	4		289.31.6239.00.045.11.0.00	\$0.00
2	1	3		289.11.6399.00.045.11.0.00	\$0.00
2	1	4		289.31.6239.00.045.11.0.00	\$0.00
2	1	10		289.31.6498.00.045.11.0.00	\$300.00
2	1	10		289.31.6399.00.045.11.0.00	\$0.00
2	1	10		289.31.6299.00.045.11.0.00	\$0.00
2	1	10		289.31.6499.00.045.11.0.00	\$0.00
4	5	3		289.11.6239.00.045.11.0.00	\$0.00
5	2	1		289.6399.00.045.11.0.00	\$4,000.00
5	2	3			\$0.00
5	2	4			\$0.00
5	8	3		289.31.6498.00.045.11.0.00	\$0.00
5	8	3		289.31.6399.00.045.11.0.00	\$0.00
5	8	3		289.31.6299.00.045.11.0.00	\$0.00
5	8	3		289.31.6499.00.045.11.0.00	\$0.00
5	10	1		289.11.6399.00.045.11.0.00	\$4,340.00
Sub-Total					\$8,640.00
Budgeted Fund Source Amount					\$8,640.00
+/- Difference					\$0.00
ESSER III (282)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$11,759.00
4	2	2			\$85,000.00
Sub-Total					\$96,759.00
Budgeted Fund Source Amount					\$96,759.00
+/- Difference					\$0.00
Grand Total Budgeted					\$369,416.23
Grand Total Spent					\$272,966.23
+/- Difference					\$96,450.00

# Addendums

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

---

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

**Note:**

1. Create a committee/committees (along with administration) who will be in charge of monitoring the improvement plans and progress made
2. Clarify and prioritize the problem
3. Assess the root cause of the problem
4. Review data analysis
5. State problem statement, root cause, interventions, & monitoring
6. With the information stated above: complete the forms , implement the plan & monitor the progress

You will complete and implement these improvement plans due to your campus missing system safeguards. When completed, please keep these plans for your records (they may be asked for at any time). Please let me know if you have any questions.

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	



Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	



Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

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

---

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

**Note:**

1. Create a committee/committees (along with administration) who will be in charge of monitoring the improvement plans and progress made
2. Clarify and prioritize the problem
3. Assess the root cause of the problem
4. Review data analysis
5. State problem statement, root cause, interventions, & monitoring
6. With the information stated above: complete the forms , implement the plan & monitor the progress

You will complete and implement these improvement plans due to your campus missing system safeguards. When completed, please keep these plans for your records (they may be asked for at any time). Please let me know if you have any questions.

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	



Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	



Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

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

---

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

**Note:**

1. Create a committee/committees (along with administration) who will be in charge of monitoring the improvement plans and progress made
2. Clarify and prioritize the problem
3. Assess the root cause of the problem
4. Review data analysis
5. State problem statement, root cause, interventions, & monitoring
6. With the information stated above: complete the forms , implement the plan & monitor the progress

You will complete and implement these improvement plans due to your campus missing system safeguards. When completed, please keep these plans for your records (they may be asked for at any time). Please let me know if you have any questions.

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	



Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	



Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

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

---

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

**Note:**

1. Create a committee/committees (along with administration) who will be in charge of monitoring the improvement plans and progress made
2. Clarify and prioritize the problem
3. Assess the root cause of the problem
4. Review data analysis
5. State problem statement, root cause, interventions, & monitoring
6. With the information stated above: complete the forms , implement the plan & monitor the progress

You will complete and implement these improvement plans due to your campus missing system safeguards. When completed, please keep these plans for your records (they may be asked for at any time). Please let me know if you have any questions.

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	



Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	

Problem Statement 1:				Annual Goal:			
Root Cause 1:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	



Problem Statement 2:				Annual Goal:			
Root Cause 2:				Strategy:			
Interventions by Quarter							
Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>		<p>If you <u>did</u> meet your annual goal, to what do you attribute your success?</p> <p>If you <u>did not</u> meet you annual goal, to what do you attribute your lack of success?</p>	