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!

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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 populationss 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 Aware to target teach specific needs/weaknesses and students in need of intervention. Every six weeks teachers create Plans of Action that target specific TEKS and Instructional Strategies. Data reflects that the curriculum is aligned but instruction needs to be modified to ensure mastery of TEKS. Scores are slowly increasing with the interventions that were provided and successful. Our campus will continue to address student achievement by implementing effective interventions that enhance low student performance throughout the year to prepare them for post-secondary education.

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

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

6th grade: 2018 75.24% to 84.21% to 88.89% and in 2019 91%, LEP from 48.53% to 74% to 81.19% and in 2019 89%, 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 approache , 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, furnitire, mounted projectors and access points)
8. Support instructional classes with materials, resources, supplies and equipment for instruction and remediation of all student populations.

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
- 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

Revised/Approved: June 14, 2022

Goal 1: Focus On Student Success

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

*6th-8th grade students that meet or exceed grade level proficiency on STAAR Math will increase from 35% to (campus goal)
*6th-8th grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 36% to (campus goal)

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2023. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 80% to 100% by September 30, 2023. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction **- Results Driven Accountability**	25%	60%		

Strategy 2 Details	Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, tutorials, authentic texts, hands-on experiences, and quality questioning.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 50% to 85% ,the use of visual stimuli from 40% to 80% and utilization of processing tools from 40% to 80% by the end of the 2023 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** - State Comp.(164) - 164.11.6399.00.045.11.0.00 - $11,580, - Local (199) - 199.11.6399.00.045.11.0.00 - $11,500, - Title I (211) - $13,729, - Gear Up (274) - Parent Snacks 274.11.6499.00.045.24.0.00 - $653.35, - Gear Up (274) - Student Registration Fees 274.11.6412.00.045.24.0.00 - $964, Awards, incentives - Student Activity Fund (865) - $20,000, Teacher/Office Supplies - Title III (263) - 263.11.6399.00.045.25.0.00 - $7,540, Misc. Operating Expenses - Title IV 289 - 289.11.6499.00.045.11.0.00 - $7,320 , - Local (199) - $83,054.95, Tutorials - ESSER III (282) - $83,304, Imagine Learning - Title I (211) - $3,000, - Gear Up (274) - College Tutors 274.11.6125.00.045.24.0.TT - $2,668, - Gear Up (274) - USB wired mice 274.11.6399.00.045.24.0.00 - $394.75, - Gear Up (274) - School Specialty Student Planners 274.11.6399.00.045.24.0.00 - $419, - Gear Up (274) - Thinkwrite Ultra Durable Headrest USB with Mic 274.11.6399.00.045.24.0.00 - $1,287.50, - Gear Up (274) - 274.11.6399.00.045.24.0.00 - $7,686.80, - Gear Up (274) - Ink cartridges 274.11.6399.00.045.24.0.00 - $563.70, - Gear Up (274) - Parent & Student Snacks 274.11.6499.00.045.24.0.00 - $270	30%	50%		→

Strategy 3 Details	Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 80% to 90% by the end of the 2023 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** Teacher/Office Supplies - Title II Teacher/Principal (255) - 255.13.6399.00.045.24.0.00 - $1,196	20%	50%		

Strategy 4 Details	Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILts at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability**	20%	50%		→

Strategy 5 Details	Reviews			
Strategy 5: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2023. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 80% to 100% by September 30, 2023. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability**	5%	10%		→

Strategy 6 Details	Reviews			
Strategy 6: Maximize instructional time to support social emotional and academic growth due to covid learning loss.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2023. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 80% to 100% by September 30, 2023. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Results Driven Accountability** **Funding Sources:** - ESSER III (282) - $83,304	5%	20%		→

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

Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * Digital Communication rubric - included in the handbook
(https://docs.google.com/document/d/1Mufds5BJ2mFJALq25TpLynXE6QfnGSDe3jx6ERKnXjI/edit?usp=sharing)
* Family and Community Engagement Survey Checklist
(https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
* surveys
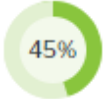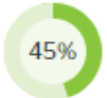
Strategy 1 Details			Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture			**Sept**	**Dec**	**Mar**	**June**
			15%	45%		

Strategy 2 Details			Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration **Title I:** 2.6, 4.1, 4.2 **- ESF Levers:** Lever 3: Positive School Culture			**Sept**	**Dec**	**Mar**	**June**
			25%	45%		

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals	**Formative**			**Summative**
Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success	**Sept**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration **Title I:** 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture	20%	45%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 2: Focus on Family and Community Engagement

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

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

Strategy 1 Details	Reviews			
Strategy 1: Train educators how to respond to families that are in crisis (e.g. mental health first aid, training on available resources).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration **Title I:** 2.6	Sept	Dec	Mar	June
	15%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development focused on ethics as it relates to family engagement (e.g., boundaries, confidentiality, etc.)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community **Staff Responsible for Monitoring:** Campus administrator, Parent and Family Engagement dept., Public Relations staff, District administration **Title I:** 4.1, 4.2	Sept	Dec	Mar	June
	15%	45%		

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development that develops skills in working with families (e.g., engaging fathers, customer service, understanding and responding to a child's behavior, etc.)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Create strong connections between our school system and our community	Sept	Dec	Mar	June

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

Title I:
2.6, 4.1, 4.2

| 10% | 55% | | |

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
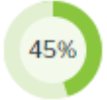
Goal 3: Focus On Operational Excellence

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

Strategy 1 Details	Reviews			
Strategy 1: A.P. Solis M. S. will monitor their facilities and send a survey to the staff to see input on the facilities' needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. **Staff Responsible for Monitoring:** Campus administration. **Title I:** 2.4, 2.5, 2.6	**Sept**	**Dec**	**Mar**	**June**
	15%	45%		

Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Compare survey and work orders. **Staff Responsible for Monitoring:** Campus administration. **Title I:** 2.5	**Sept**	**Dec**	**Mar**	**June**
	20%	45%		

Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Prioritization of campus needs. **Staff Responsible for Monitoring:** Campus administration. **Title I:** 2.4, 2.5, 2.6	**Sept**	**Dec**	**Mar**	**June**
	20%	50%		
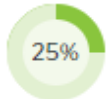
Strategy 4 Details		Reviews			
		Formative			**Summative**
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget.		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. **Staff Responsible for Monitoring:** Campus administration. **Title I:** 2.5 **Funding Sources:** Window Decals for the Library - Local (199) - 12.6399 - $2,894.05, Library Furniture - Capital Projects (699) - 81.6639 - $28,855.92		20%	50%		

Strategy 5 Details		Reviews			
		Formative			**Summative**
Strategy 5: A.P. Solis M. S. will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc.		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. **Staff Responsible for Monitoring:** Campus administration **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture		20%	55%		

Strategy 6 Details		Reviews			
		Formative			**Summative**
Strategy 6: A.P. Solis M. S. will meet with necessary personnel to have general funds allocated to complete campus prioritized projects.		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals -		25%	55%		

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

Goal 3: Focus On Operational Excellence

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

    Evaluation Data Sources: Work orders
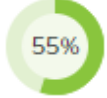
Strategy 1 Details	Reviews			
Strategy 1: A.P. Solis M. S.' custodial department will secure janitorial supplies to clean and disinfect campus buildings and report any facilities needs to campus administration to provide safe learning environment.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Clean and safe campus **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6 - ESF Levers: Lever 3: Positive School Culture **Funding Sources:** - ESSER II (281) - $21,360	25%	50%		

Strategy 2 Details	Reviews			
Strategy 2: A.P. Solis M. S. ' child nutrition staff will ensure to follow guidelines and regulations to provide healthy meals to students and ensure to have a clean/safe cafeteria for all students.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Appropriate meals in a clean and safe environment **Staff Responsible for Monitoring:** Campus administration and CNP staff **Title I:** 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture	25%	45%		
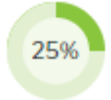
Strategy 3 Details	Reviews			

Strategy 3: A.P. Solis M. S. will ensure to secure campus work orders to the maintenance department as needed to ensure safe conducive learning spaces.
    Strategy's Expected Result/Impact: Facilities needs addressed
    Staff Responsible for Monitoring: Campus administration and campus custodial staff
 	
    Title I:
2.6
 - ESF Levers:
Lever 3: Positive School Culture
	Formative			Summative

	Sept	Dec	Mar	June
	25%	50%		

Strategy 4 Details	Reviews			

Strategy 4: A.P. Solis M. S. will monitor all bus riders, referrals etc to ensure students follow bus rules in order for DISD to provide safe transportation of students in a conducive learning environment.
    Strategy's Expected Result/Impact: Safe transportation
    Staff Responsible for Monitoring: Campus Administration and transportation personnel
 	
    Title I:
2.6
 - ESF Levers:
Lever 3: Positive School Culture
	Formative			Summative

	Sept	Dec	Mar	June
	25%	40%		

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

Goal 4: Focus On Employees And Organizational Excellence

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

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

Strategy 1 Details	Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture **Funding Sources:** Texas Assessment Conference - Title II Teacher/Principal (255) - $2,496, - Local (199) - $800, Texas Assessment Conference Fees - Title I (211) - $200, - Gear Up (274) - 274.11.6299.00.045.24.0.00 - $8,963	20%	55%		

Strategy 2 Details	Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. **Staff Responsible for Monitoring:** Executive Cabinet, Leadership **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning	0%	55%		

Strategy 3 Details	Reviews			
Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. **Staff Responsible for Monitoring:** Campus Administration, Campus Leadership Team **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	25%	55%		

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

Goal 4: Focus On Employees And Organizational Excellence
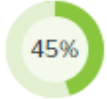
Performance Objective 2: 4.2 A.P. Solis will provide opportunities to build students' and staff's social and emotional capacity (4.2 Organizational / 4.2A Students / 4.2B Staff).

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

Strategy 1 Details	Reviews			
Strategy 1: 4.2 Organizational (1): Partner with health and safety services to provide professional development on adult and youth mental health for district personnel. By 2025 100% of campus staff will be trained in Youth Mental Health First Aid (YMHFA).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase awareness for staff in addressing and supporting adult and youth mental health well being to foster the skills needed to identify, understand, respond, and provide initial help and support to adults and students who may be developing a mental health or substance use problem or experiencing a crisis (trauma/ grief-informed practices; prevention and intervention practices in early mental health, suicide [including postvention], substance abuse, violence and bullying, human trafficking, child abuse; building skills related to understanding one's emotions and others, managing emotions, establishing and maintaining positive relationships, responsible decision-making; postsecondary planning & career readiness). [Staff Responsible for Implementation: Campus Administration] **Staff Responsible for Monitoring:** Campus Administration, SEL Supervisor, Leadership, Human Resources, Benefits & Risk Management **Title I:** 2.6, 4.2 - **ESF Levers:** Lever 3: Positive School Culture	0%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture	10%	50%		

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Campus will work to maintain a balanced schedule by ensuring that a minimum of 80% of daily activities for Professional School Counselors are aligned with the four components (guidance curriculum, individual planning, responsive services, & system supports) of the Texas Model for Comprehensive School Counseling Programs by decreasing the amount of time being allocated to non-counseling activities by 10% each school year from 2023 to 2025.	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Improve the effectiveness and efficiency of the school counseling program to increase professional school counselors' capacity to serve students directly. **Title I:** 2.6, 4.2	15%	50%		

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: 4.2 Organizational (4): Implement an evaluation tool designed specifically for Professional School Counselors (PSCs) and Licensed Professional Counselors (LPCs) in assessing their professional performance in alignment with ten domains (Program Management, Guidance, Counseling, Consultation, Coordination, Student Assessment, Leadership, Advocacy, Professional Behavior, Professional Standards) within the context of the Texas Model for Comprehensive School Counseling Programs four service delivery components (Guidance Curriculum, Individual Planning, Responsive Services, & System Supports) and assess all ten domains over a period of three years, thereafter the practice will be to assess the PSCs' and LPCs' performance against all ten professional development and growth domains annually.	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: To enhance the positive effect Professional School Counselor (PSC) and Licensed Professional Counselor (LPC) have on students and school stakeholders by ensuring professional development and growth and assist appraisers in supporting their development and growth through clear expectations, and a fair and transparent evaluation process that is relevant and accurately assesses the professional effectiveness of PSCs and LPCs. [Staff Responsible for Implementation: Counselors, LPCs, Campus Administration] **Staff Responsible for Monitoring:** Counselors, LPCs, Campus Administration, SEL Supervisor, Leadership **Title I:** 2.6, 4.2 - **ESF Levers:** Lever 3: Positive School Culture	0%	55%		

Strategy 5 Details		Reviews		
Strategy 5: Campus will provide prevention activities that help students live above the influence that supports academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug-related incidents/offenses/referrals by 10%.		Formative			Summative
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). **Title I:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		15%	50%		

Strategy 6 Details		Reviews		
Strategy 6: Campus will work with the SEL Department to provide teachers and campus staff with Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys.		Formative			Summative
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets. **Title I:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture		10%	60%		

Strategy 7 Details		Reviews		
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10%		Formative			Summative
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. **Title I:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Clothing Vouchers - Title I (211) - 211.32.6499.00.045.24.0.00 - $1,350		15%	60%		

Strategy 8 Details		**Reviews**			
Strategy 8: Campus will provide parents with Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys.		**Formative**			**Summative**
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. **Title I:** 2.6, 4.1, 4.2 - **ESF Levers:** Lever 3: Positive School Culture		15%	60%		

Strategy 9 Details		**Reviews**			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus.		**Formative**			**Summative**
		Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management **Staff Responsible for Monitoring:** Human Resources, Benefits & Risk Management, Campus Administration, Health Services **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture		0%	45%		

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

Goal 5: Focus On Financial Stewardship

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

Evaluation Data Sources: C. N. A.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning	10%	45%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 5: Focus On Financial Stewardship

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

Strategy 1 Details	Reviews			
Strategy 1: A.P. Solis M. S. will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	15%	50%		

Strategy 2 Details	Reviews			
Strategy 2: A.P. Solis M. S. will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students.	**Formative**			**Summative**
	Sept	Dec	Mar	June
Strategy's Expected Result/Impact: Orders, Requisitions, etc. **Staff Responsible for Monitoring:** Campus Administration **Title I:** 2.6 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Transportation Expenditures - Gear Up (274) - Blanket Drive Drop off at Senior Centers 274.11.6494.00.045.24.0.00 - $59.40, Transportation Expenditures (AVID) - Local (199) - 199.11.6412.00.045.31.0.00 - $1,500, - Gear Up (274) - Mileage for 2023 Teacher mental Health Conference 274.13.6411.00.045.24.0.00 - $22.75, - Gear Up (274) - Mileage for Secondary counselor Academy 274.13.6411.00.045.24.0.00 - $22.75, - Gear Up (274) - Mileage for Parent Leadership Facilitator Workshop 274.13.6411.00.045.24.0.00 - $22.75, - Gear Up (274) - Mileage for GEAR UP Facilitator Workshop 274.13.6411.00.045.24.0.00 - $22.75, - Gear Up (274) - 274.13.6400.00.045.24.0.00 - $280, - Gear Up (274) - Bus transportation for student leadership workshop at Region One, ESC 274.11.6494.00.045.24.0.00 - $247.50	10%	50%		

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

Campus Funding Summary

<table>
<tr><td colspan="6" align="center">State Comp.(164)</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td></td><td>164.11.6399.00.045.11.0.00</td><td>$11,580.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$11,580.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$11,580.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">Local (199)</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td></td><td>199.11.6399.00.045.11.0.00</td><td>$11,500.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td></td><td></td><td>$83,054.95</td></tr>
<tr><td>3</td><td>1</td><td>4</td><td>Window Decals for the Library</td><td>12.6399</td><td>$2,894.05</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td></td><td></td><td>$800.00</td></tr>
<tr><td>5</td><td>2</td><td>2</td><td>Transportation Expenditures (AVID)</td><td>199.11.6412.00.045.31.0.00</td><td>$1,500.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$99,749.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$99,749.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">Title I (211)</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td>Imagine Learning</td><td></td><td>$3,000.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td></td><td></td><td>$13,729.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td>Texas Assessment Conference Fees</td><td></td><td>$200.00</td></tr>
<tr><td>4</td><td>2</td><td>7</td><td>Clothing Vouchers</td><td>211.32.6499.00.045.24.0.00</td><td>$1,350.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$18,279.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$18,279.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><td colspan="6" align="center">Title II Teacher/Principal (255)</td></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>3</td><td>Teacher/Office Supplies</td><td>255.13.6399.00.045.24.0.00</td><td>$1,196.00</td></tr>
<tr><td>4</td><td>1</td><td>1</td><td>Texas Assessment Conference</td><td></td><td>$2,496.00</td></tr>
</table>

Title II Teacher/Principal (255)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$3,692.00
				Budgeted Fund Source Amount	$3,692.00
				+/- Difference	$0.00

Title III (263)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teacher/Office Supplies	263.11.6399.00.045.25.0.00	$7,540.00
				Sub-Total	$7,540.00
				Budgeted Fund Source Amount	$7,540.00
				+/- Difference	$0.00

Gear Up (274)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2		Ink cartridges 274.11.6399.00.045.24.0.00	$563.70
1	1	2		Parent Snacks 274.11.6499.00.045.24.0.00	$653.35
1	1	2		Thinkwrite Ultra Durable Headrest USB with Mic 274.11.6399.00.045.24.0.00	$1,287.50
1	1	2		USB wired mice 274.11.6399.00.045.24.0.00	$394.75
1	1	2		Student Registration Fees 274.11.6412.00.045.24.0.00	$964.00
1	1	2		274.11.6399.00.045.24.0.00	$7,686.80
1	1	2		Parent & Student Snacks 274.11.6499.00.045.24.0.00	$270.00
1	1	2		College Tutors 274.11.6125.00.045.24.0.TT	$2,668.00
1	1	2		School Specialty Student Planners 274.11.6399.00.045.24.0.00	$419.00
4	1	1		274.11.6299.00.045.24.0.00	$8,963.00
5	2	2		Mileage for Parent Leadership Facilitator Workshop 274.13.6411.00.045.24.0.00	$22.75
5	2	2	Transportation Expenditures	Blanket Drive Drop off at Senior Centers 274.11.6494.00.045.24.0.00	$59.40
5	2	2		Mileage for Secondary counselor Academy 274.13.6411.00.045.24.0.00	$22.75
5	2	2		274.13.6400.00.045.24.0.00	$280.00
5	2	2		Mileage for 2023 Teacher mental Health Conference 274.13.6411.00.045.24.0.00	$22.75

			Gear Up (274)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	2	2		Bus transportation for student leadership workshop at Region One, ESC 274.11.6494.00.045.24.0.00	$247.50
5	2	2		Mileage for GEAR UP Facilitator Workshop 274.13.6411.00.045.24.0.00	$22.75
				Sub-Total	$24,548.00
				Budgeted Fund Source Amount	$24,548.00
				+/- Difference	$0.00

			Title IV 289		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Misc. Operating Expenses	289.11.6499.00.045.11.0.00	$7,320.00
				Sub-Total	$7,320.00
				Budgeted Fund Source Amount	$7,320.00
				+/- Difference	$0.00

			ESSER III (282)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Tutorials		$83,304.00
1	1	6			$83,304.00
				Sub-Total	$166,608.00
				Budgeted Fund Source Amount	$83,304.00
				+/- Difference	-$83,304.00

			ESSER II (281)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$21,360.00
				Sub-Total	$21,360.00
				Budgeted Fund Source Amount	$21,360.00
				+/- Difference	$0.00

			Student Activity Fund (865)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Awards, incentives		$20,000.00
				Sub-Total	$20,000.00

Student Activity Fund (865)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$20,000.00
				+/- Difference	$0.00
Capital Projects (699)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	4	Library Furniture	81.6639	$28,855.92
				Sub-Total	$28,855.92
				Budgeted Fund Source Amount	$28,855.92
				+/- Difference	$0.00
				Grand Total Budgeted	$326,227.92
				Grand Total Spent	$409,531.92
				+/- Difference	-$83,304.00

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.

<div style="border: 1px solid black">

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

</div>

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

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

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter			
Q1 (Aug. - Oct.)	**Q2 (Nov. - Jan.)**	**Q3 (Feb. & March)**	**Q4 (April – June)**
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

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

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

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

Interventions by Quarter

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Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?		Did you meet this quarter's goal?	
Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?		Are you on track to meet the annual goal?	
What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?		What if any, adjustments must be made in order to meet the annual goal?	
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Interventions by Quarter

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

Interventions by Quarter

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Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		**Did you meet this quarter's goal?**		**Did you meet this quarter's goal?**		**Did you meet this quarter's goal?**	
Are you on track to meet the annual goal?		**Are you on track to meet the annual goal?**		**Are you on track to meet the annual goal?**		**Are you on track to meet the annual goal?**	
What if any, adjustments must be made in order to meet the annual goal?		**What if any, adjustments must be made in order to meet the annual goal?**		**What if any, adjustments must be made in order to meet the annual goal?**		**What if any, adjustments must be made in order to meet the annual goal?**	
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Root Cause 1:		Strategy:	

Interventions by Quarter

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Root Cause 2:		Strategy:	

Interventions by Quarter

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Donna Independent School District

System Safeguards Missed Improvement Plan

Testing Dept.

_____

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

Note:

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

Problem Statement 1:		Annual Goal:	
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:
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Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		**Did you meet this quarter's goal?**		**Did you meet this quarter's goal?**		**Did you meet this quarter's goal?**	
Are you on track to meet the annual goal?		**Are you on track to meet the annual goal?**		**Are you on track to meet the annual goal?**		**Are you on track to meet the annual goal?**	
What if any, adjustments must be made in order to meet the annual goal?		**What if any, adjustments must be made in order to meet the annual goal?**		**What if any, adjustments must be made in order to meet the annual goal?**		**What if any, adjustments must be made in order to meet the annual goal?**	
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| Problem Statement 1: | | Annual Goal: | |
| Root Cause 1: | | Strategy: | |

Interventions by Quarter

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

Interventions by Quarter			
Q1 (Aug. - Oct.)	**Q2 (Nov. - Jan.)**	**Q3 (Feb. & March)**	**Q4 (April – June)**
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	Data collected to monitor interventions in Q2.	Data collected to monitor interventions in Q3.	Data collected to monitor interventions in Q4.

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

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

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
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Data collected to monitor interventions in Q1.	Data collected to monitor interventions in Q2.	Data collected to monitor interventions in Q3.	Data collected to monitor interventions in Q4.

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter			
Q1 (Aug. - Oct.)	**Q2 (Nov. - Jan.)**	**Q3 (Feb. & March)**	**Q4 (April – June)**
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

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

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

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
Data collected to monitor interventions in Q1.	Data collected to monitor interventions in Q2.	Data collected to monitor interventions in Q3.	Data collected to monitor interventions in Q4.

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

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

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

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
Data collected to monitor interventions in Q1.	Data collected to monitor interventions in Q2.	Data collected to monitor interventions in Q3.	Data collected to monitor interventions in Q4.

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

System Safeguards Missed Improvement Plan

Testing Dept.

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

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?**	
If you did meet your annual goal, to what do you attribute your success? **If you did not meet you annual goal, to what do you attribute your lack of success?**		**If you did meet your annual goal, to what do you attribute your success?** **If you did not meet you annual goal, to what do you attribute your lack of success?**		**If you did meet your annual goal, to what do you attribute your success?** **If you did not meet you annual goal, to what do you attribute your lack of success?**		**If you did meet your annual goal, to what do you attribute your success?** **If you did not meet you annual goal, to what do you attribute your lack of success?**	

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

Interventions by Quarter			
Q1 (Aug. - Oct.)	**Q2 (Nov. - Jan.)**	**Q3 (Feb. & March)**	**Q4 (April – June)**
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter			
Q1 (Aug. - Oct.)	**Q2 (Nov. - Jan.)**	**Q3 (Feb. & March)**	**Q4 (April – June)**
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

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

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

Interventions by Quarter			
Q1 (Aug. - Oct.)	**Q2 (Nov. - Jan.)**	**Q3 (Feb. & March)**	**Q4 (April – June)**
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)		Q2 (Nov. - Jan.)		Q3 (Feb. & March)		Q4 (April – June)	
Q1 Goal:		Q2 Goal:		Q3 Goal:		Q4 Goal:	
Q1 Interventions		Q2 Interventions		Q3 Interventions		Q4 Interventions	
Data collected to monitor interventions in Q1.		Data collected to monitor interventions in Q2.		Data collected to monitor interventions in Q3.		Data collected to monitor interventions in Q4.	

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

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

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

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

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

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

Problem Statement 2:			Annual Goal:	
Root Cause 2:			Strategy:	

Interventions by Quarter			
Q1 (Aug. - Oct.)	**Q2 (Nov. - Jan.)**	**Q3 (Feb. & March)**	**Q4 (April – June)**
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

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

Donna Independent School District

System Safeguards Missed Improvement Plan

Testing Dept.

_____

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

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

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

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	Data collected to monitor interventions in Q2.	Data collected to monitor interventions in Q3.	Data collected to monitor interventions in Q4.

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	**Q2 Goal:**	**Q3 Goal:**	**Q4 Goal:**
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

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

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

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
Data collected to monitor interventions in Q1.	Data collected to monitor interventions in Q2.	Data collected to monitor interventions in Q3.	Data collected to monitor interventions in Q4.

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter			
Q1 (Aug. - Oct.)	**Q2 (Nov. - Jan.)**	**Q3 (Feb. & March)**	**Q4 (April – June)**
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

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

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

Interventions by Quarter			
Q1 (Aug. - Oct.)	**Q2 (Nov. - Jan.)**	**Q3 (Feb. & March)**	**Q4 (April – June)**
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter			

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	Data collected to monitor interventions in Q2.	Data collected to monitor interventions in Q3.	Data collected to monitor interventions in Q4.

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

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

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

| Problem Statement 2: | | Annual Goal: | |
| Root Cause 2: | | Strategy: | |

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	Q2 Interventions	Q3 Interventions	Q4 Interventions
Data collected to monitor interventions in Q1.	Data collected to monitor interventions in Q2.	Data collected to monitor interventions in Q3.	Data collected to monitor interventions in Q4.

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

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

Interventions by Quarter

Q1 (Aug. - Oct.)	Q2 (Nov. - Jan.)	Q3 (Feb. & March)	Q4 (April – June)
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

Problem Statement 2:		Annual Goal:	
Root Cause 2:		Strategy:	

Interventions by Quarter			
Q1 (Aug. - Oct.)	**Q2 (Nov. - Jan.)**	**Q3 (Feb. & March)**	**Q4 (April – June)**
Q1 Goal:	Q2 Goal:	Q3 Goal:	Q4 Goal:
Q1 Interventions	**Q2 Interventions**	**Q3 Interventions**	**Q4 Interventions**
Data collected to monitor interventions in Q1.	**Data collected to monitor interventions in Q2.**	**Data collected to monitor interventions in Q3.**	**Data collected to monitor interventions in Q4.**

Quarter 1 Report		Quarter 2 Report		Quarter 3 Report		Quarter 4 Report	
Did you meet this quarter's goal?		**Did you meet this quarter's goal?**		**Did you meet this quarter's goal?**		**Did you meet this quarter's goal?**	
Are you on track to meet the annual goal?		**Are you on track to meet the annual goal?**		**Are you on track to meet the annual goal?**		**Are you on track to meet the annual goal?**	
What if any, adjustments must be made in order to meet the annual goal?		**What if any, adjustments must be made in order to meet the annual goal?**		**What if any, adjustments must be made in order to meet the annual goal?**		**What if any, adjustments must be made in order to meet the annual goal?**	
If you _did_ meet your annual goal, to what do you attribute your success?		**If you _did_ meet your annual goal, to what do you attribute your success?**		**If you _did_ meet your annual goal, to what do you attribute your success?**		**If you _did_ meet your annual goal, to what do you attribute your success?**	
If you _did not_ meet you annual goal, to what do you attribute your lack of success?		**If you _did not_ meet you annual goal, to what do you attribute your lack of success?**		**If you _did not_ meet you annual goal, to what do you attribute your lack of success?**		**If you _did not_ meet you annual goal, to what do you attribute your lack of success?**	