

Donna Independent School District
Veterans Middle School
2023-2024 Campus Improvement Plan



Mission Statement

The mission of Donna ISD is to ensure academic excellence for all students through a rigorous and supportive learning environment that provides a quality education in accordance with state and national standards.

Veterans Middle School Mission Statement: The mission of Veterans Middle School is to provide a positive and safe learning environment with substantial and effective instruction that builds on cultural and community norms.

Vision

We envision being an exemplary school district staffed with highly qualified individuals working collaboratively to graduate college-ready students who will be a powerful force for positive change in our community.

Veterans Middle School Vision Statement: The vision for Veterans Middle School is to inspire students to be academically driven, self-confident, and culturally empowered individuals who thrive in a diverse global society.

Philosophy

The Donna Independent School District recognizes its function to be that of providing a school environment that is conducive to the best teaching-learning experiences that help our students meet the standards of educational excellence. We believe that the public schools are our best hope for individual attainment and for the attainment of national strength and welfare. We continue to strive for a student-centered, teacher-led program in which needs are considered primary. In fulfilling this endeavor, we commit ourselves in helping our students develop the ability to think logically, independently, and creatively, and to communicate effectively. We recognize that as individual abilities and goals vary so must the instructional program of the individual.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Veterans Middle School has 894 students enrolled which is an average of about 290 students per grade level. 6th grade currently has 290 students enrolled, 305 students enrolled in 7th grade and 8th grade has 299 students enrolled. These are typical numbers for our campus although enrollment is slightly higher than the other 3 middle schools in Donna ISD. 91 percent of our student population is identified as AT-RISK. Only a few students were exited from the ESL program during the 2022-2023 school year. The rigor of the STAAR has made it difficult for students to exit this program. While Veterans Middle School has a low mobility rate, it has a high stability rate. VMS is over-represented in the LEP/ESL special programs and under-represented in the gifted and talented program. Over-representation in LEP/ESL is due to the large influx of Spanish-speaking immigrants migrating over from Mexico. The data suggests that our student teacher ratios are average to that of the state averages, but more than other Donna middle school campus groups.

Demographics Strengths

Demographic Strengths

1. Low Core teacher turnover rate
2. Teachers at VMS are highly qualified in their content area
3. 99.73 teachers at VMS are representative of student demographics

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Campus environment is not structured and not conducive to student learning. **Root Cause:** Campus procedures need to be re-structured and campus discipline needs to be addressed.

Problem Statement 2 (Prioritized): The teacher to student ratio needs to be decreased to allow for smaller classroom sizes. **Root Cause:** Classroom sizes are large which do not allow for small group instruction.

Student Learning

Student Learning Summary

Student achievement data is disaggregated down into different sections which incorporate the following: the level of LEP monitoring, special programs, socio-economic status, grade level, class period, and race/ethnicity, gender. Our data helps in preparing to meet the needs of all students. The data shows us that Veterans Middle School is 99.8 % Hispanic. We have about 894 students 436 of which are female and 458 are male. The population of Veterans middle school is approximately 100% economically disadvantaged. Our special education program has 109 students in total, 21 migrants, and 26 immigrants. VMS has 663 total LEP, 43 GT students, 488 ESL, 106 BIL, 39 C&T and 810 are at Risk. Veterans Middle School participated in STAAR testing for grades 6-8 and showed growth across the board. Student data is disaggregated during department and team meetings using the Eduphoria Aware software system. Teachers are able to get feedback from all bundles, benchmarks, and the state STAAR exams using the Eduphoria software. The STAAR reports data is broken down by demographics while the Aware software system breaks down the data by class periods, by student expectations with respect to the Readiness standards and Supporting standards. The Aware software is able to break down data by answer choice, and calculate percentages which gives teachers room to find strengths and weaknesses to meet student's needs. The data disaggregated indicates that the EB/EL and SPED populations made significant progress from 2021 to 2022.. In each subject, data has shown that the EB/EL and SPED populations are demonstrating gains in student achievement.

Based on the comparison between the 2021-2022 STAAR test and 2022-2023 Benchmark test of this year the following students made progress: at risk, economic disadvantage, GT, and Special Education in 6th grade Reading. In 6th grade Math the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male Gifted Talented, and Currently Emergent Bilingual. In 7th grade Reading the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male, Gifted Talented, and Currently Emergent Bilingual. In 7th grade Math the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male, Gifted Talented, and Currently Emergent Bilingual. In 8th grade Math the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male, Gifted Talented, and Currently Emergent Bilingual. In 8th grade Reading the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male, Gifted Talented, and Currently Emergent Bilingual, Third Year of Monitoring, Migrant, Section 504, and Special Ed Indicator. In 8th grade Science the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male, Gifted Talented, Currently, Emergent Bilingual, First Year of Monitoring, Fourth Year of Monitoring, Third Year of Monitoring, Migrant, Section 504, Special Education. In 8th grade Social Studies, the following students made progress: At Risk, Economic Disadvantage, Hispanic, Female, Male, Gifted Talented, Currently, Emergent Bilingual, Fourth Year of Monitoring, Third Year of Monitoring, Migrant, Section 504, Special Education. Thanks to the intervention programs that include Guided Reading, Migrant Lab, and Co-Teaching. These intervention programs were designed to benefit students in academic achievement and improve test scores. These students showed an ability to focus, in school and demonstrate success, thanks to the intervention programs. Student achievement has been positively impacted by daily intervention programs. Data from previous schools shows student growth as students take their benchmarks and six weeks exams. The intervention programs that are helping close the student achievement gap are Algebra readiness, Guided Reading, Istation, Response to Intervention (RTI), Imagine Math, Migrant lab and Co teaching. Intervention programs are designed to help students in their deficient areas. For example, students taking Algebra Readiness need additional assistance in Math while those taking Guided Reading need additional assistance in Reading. The data from the results of the previous year STAAR and bundle tests are disaggregated and used throughout the year to reveal underlying trends and patterns. Teachers utilized this data to target and teach specific needs/weaknesses and identify the students that are in need of intervention. In addition to this, teachers create Plans of Action that target specific TEKS and Instructional Strategies. Curriculum, instruction and assessment is aligned with 21st Century Learning Skills because it is incorporated within the curriculum. Our students practice communication, problem solving, creativity, collaboration, and using technology on a daily basis. Students are given the opportunity to practice and familiarize with technology by practicing throughout the year so that they feel comfortable enough to do it on their own for assessment. Donna ISD provides technology professional

development for its staff at the start of every school year. Students have been given access to the use of Chromebooks and have become more experienced not just using applications they've used in the past such as Clever, I-Station, MyOn, etc., but also in navigating through Google Classroom. Through this avenue students are able to receive instruction and finish assignments while being completely online.

Student Learning Strengths

Thanks to the intervention programs that include Guided Reading, Migrant Lab, and Co-Teaching. These intervention programs were designed to benefit students in academic achievement and improve test scores. These students showed an ability to focus, in school and demonstrate success, thanks to the intervention programs. Student achievement has been positively impacted by daily intervention programs. Data from previous schools shows student growth as students take their benchmarks and six weeks exams. The intervention programs that are helping close the student achievement gap are Algebra readiness, Guided Reading, Istation, Response to Intervention (RTI), Imagine Math, Migrant lab and Co teaching. Intervention programs are designed to help students in their deficient areas.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): High student to teacher ratios does not allow for small group instruction. Some classes are at 30 plus students. **Root Cause:** Lack of teachers at the campus increases higher student to teacher ratios.

Problem Statement 2 (Prioritized): I-Station was not scheduled regularly to help with the learning gaps. VMS is in need of a new intervention program to assist with intervention. **Root Cause:** 60 minute class periods did not allow time for lab days to use I-Station as an intervention.

School Processes & Programs

School Processes & Programs Summary

With a staff retention rate of 83.10%, Veterans Middle School is composed of highly-qualified and experienced staff members. An attendance rate of 94.9% reflects a strong commitment from staff to be available daily to provide opportunities for student success. Using data and feedback from district strategists, campus administrators, and content Lead Teachers, staff work to meet the diverse student needs represented at our school. Teachers collaborate weekly in grade level PLCs to review data and plan lessons and to receive training on district initiative strategies which aim to provide alignment in curriculum and instruction. Teachers also offer opinions and suggestions about the district curriculum to content area strategists and participate in curriculum writing opportunities in the summer or serve in curriculum review committees throughout the school year. In addition, student needs drive scheduling decisions, and opportunities for tutoring and remediation are offered to students as needed, especially in the areas of math and reading where learning loss occurred as a result of the Covid 19 pandemic. Moreover, teachers, parents, and community members are offered opportunities to participate in decision-making committees on campus, ensuring transparency and equitable representation for all stakeholders.

Although the campus had a high staff retention rate this past academic school year, striving to maintain a positive school climate through such methods as team-building could make this percentage even higher. In the area of staff development, teachers would benefit from opportunities to interact with other educators outside the district to gather ideas on how to address the new challenges brought upon them by the new rigors of STAAR 2.0. Opportunities to attend and perhaps even present at teacher state conferences would motivate educators at VMS to continue to grow in their profession. In addition, now that the Covid 19 restrictions are behind us, we need to explore new ideas and revisit past ones such as “Literacy Night” to continue to attract parents and community members to our campus and to promote lifelong learning. Finally, we need to continue to offer struggling VMS students tutoring and remediation opportunities, especially in the areas of reading and mathematics to better equip them for the added rigors of the new STAAR. This intervention, which should start early in the academic school year, must continue to be driven by data from state and district assessments and teacher recommendations.

School Processes & Programs Strengths

1. Follow up data for teacher performance is provided through several sources such as department strategists, grade level PLC meetings, department meetings, and via the Eduphoria platform. Teachers are able to analyze data for low scoring TEKS and they're provided with strategies to reteach and remediate.
2. The campus has a high teacher attendance rate(94.5%), which shows that educators at VMS are committed and reliable. In addition, the staff retention rate is also high at 83.10%. The incentives for teacher retention and for perfect attendance at the district level could be contributing factors.
3. Veterans Middle School is a campus where highly effective staff are assigned to work with the highest need students. Teacher certifications are looked at closely to ensure that teachers are able to meet the specific needs of the diverse populations of students such as GT, special education, and emergent bilinguals.
4. Support for new staff members is provided through assigned mentor teachers, campus Lead Teachers, district strategists, weekly grade level PLC meetings, and department meetings.
5. The Campus Instructional Leadership Team is in place beginning this academic school year to support the notion of continuous improvement. Administrators conduct walkthroughs and offer feedback via Eduphoria and Lead Teachers conduct classroom visits offering teachers immediate feedback and suggestions on district initiatives for instructional strategies.
6. Professional Development decisions are made both at the campus and district level and they're geared toward meeting student needs to achieve academic success. At VMS, given our high number of emergent bilingual students, much of the staff development centers on meeting the needs of this student population.
7. Families and community members are involved in school decisions throughout the year and partnership services to support families, community members and healthy family relationships are offered at Veterans Middle School.
8. At VMS, data is used to determine how classes will be scheduled and support for students provided through various programs. District and state assessment data is analyzed in order to ensure that adequate time is devoted to subjects in which students performed poorly.
9. Teacher input in decision making and school policy is offered during discussions with the campus administration during staff meetings and Lead Teachers during PLCs and department meetings.
10. Throughout the school year, teachers are constantly monitoring the curriculum to ensure that it meets the needs of the various student populations on campus. Teachers are offered the opportunity to engage in curriculum writing at the district level and to participate in curriculum review committees to modify the existing curriculum to fit the needs of all student populations. The district curriculum is a work in progress with the implementation of the new STAAR 2.0.
11. There are several committees at Veterans Middle School, including CLPAC, attendance, and discipline committees, which make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard. Problems and/or complaints can be voiced to decision-making bodies, so that all groups can be involved in creating solutions to identified problems.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus lacks sunshine committee or system to maintain positivity throughout the school year. **Root Cause:** Lack of positivity throughout the campus requires the need of a sunshine committee or something like it.

Problem Statement 2 (Prioritized): Opportunities to attend and present at state conferences would possibly motivate educators to grow professionally in their professions. **Root Cause:** Lack of commitment and budgeting to attend state conferences does not help in keeping teachers motivated in their profession.

Perceptions

Perceptions Summary

To summarize, Veterans Middle School's current student climate has changed due to an increase in behavior issues on campus such as fights (in the hallways and cafeteria), student invasion of privacy in the restrooms due to missing restroom latches and vaping/laced candy (in classrooms, halls, and restrooms). According to a campus survey, students would like to be able to report school crimes and would like for more students to participate in reporting as well in order to feel safe on campus. However, students indicated on the survey that they are unaware of how to anonymously report school crimes. The negative effects of behavior issues on campus is evident in the attendance and discipline reports issued at our school. VMS data reports show a large amount of truancy letters due to absences across all grade levels and an increase in discipline reports.

According to a campus survey, teachers and staff also agree that the school climate has negatively shifted and would like additional systems put into place to assist with these issues. Due to the limitation in teams across seventh and eighth grade, teachers have expressed a need for three full teams in each grade level. The larger class sizes in these grade levels have caused frequent behavior issues, limited one-to-one instruction, and limited group instruction in the classroom this year. Teachers who concurrently taught seventh and eighth grade levels strongly agreed that the need for three full teams in each grade level is necessary, especially in the core areas that are state tested. These teachers feel "burned out" from the pressure to accurately and meaningfully execute instruction for each grade level. The concern for providing adequate attention to each grade level was addressed by these teachers to administration early on in the school year, however, only the reading class in this dual team was relocated to a seventh grade teacher, no other changes were made to assist teachers and students with the district's strategic goal of focus on student success.

In reference to students' feelings on their academic expectations, the survey demonstrated that students highly agree that teachers and staff continuously express and model expectations, praise, and support. The VMS data reports demonstrate a correlation among academic expectations and our district test scores. It is evident that classroom management and organization have been effective in the focus on student success and students are learning in the classroom. There is student evidence and VMS data reports that support that VMS students who are involved in extracurricular activities have passing grades, less discipline issues, and an overall better perception of our school than those who are not participants in these activities.

Perceptions Strengths

Perceptions Strengths

1. Our mission and vision reflect that our school is aligned, has high quality educators, and expects our students to be a powerful force in our community.
2. Teachers are motivated and most students are eager to learn to the best of their abilities.
3. A variety of extracurricular activities are offered for all grade levels.
4. Staff works closely with school counselors/administrators to practice emergency plans, monitor and supervise during passing periods- students and staff as they enter the school building (limited entry - key card, buzzer), sign in, and wear the visitor badges.
5. Students in extracurriculars do well in their overall population.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Long Term and Short Term ISS need to be revamped to ensure students understand it's purpose. **Root Cause:** Currently, students walk out of LTISS and do not take it seriously.

Problem Statement 2 (Prioritized): Teachers are feeling burned out, lack of staff does not help with discipline issues and crowded hallways/classrooms. **Root Cause:** Campus needs additional guards and teachers to assist during transition periods.

Priority Problem Statements

Problem Statement 1: Campus environment is not structured and not conducive to student learning.

Root Cause 1: Campus procedures need to be re-structured and campus discipline needs to be addressed.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The teacher to student ratio needs to be decreased to allow for smaller classroom sizes.

Root Cause 2: Classroom sizes are large which do not allow for small group instruction.

Problem Statement 2 Areas: Demographics

Problem Statement 3: High student to teacher ratios does not allow for small group instruction. Some classes are at 30 plus students.

Root Cause 3: Lack of teachers at the campus increases higher student to teacher ratios.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: I-Station was not scheduled regularly to help with the learning gaps. VMS is in need of a new intervention program to assist with intervention.

Root Cause 4: 60 minute class periods did not allow time for lab days to use I-Station as an intervention.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Campus lacks sunshine committee or system to maintain positivity throughout the school year.

Root Cause 5: Lack of positivity throughout the campus requires the need of a sunshine committee or something like it.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Opportunities to attend and present at state conferences would possibly motivate educators to grow professionally in their professions.

Root Cause 6: Lack of commitment and budgeting to attend state conferences does not help in keeping teachers motivated in their profession.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Long Term and Short Term ISS need to be revamped to ensure students understand it's purpose.

Root Cause 7: Currently, students walk out of LTISS and do not take it seriously.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Teachers are feeling burned out, lack of staff does not help with discipline issues and crowded hallways/classrooms.

Root Cause 8: Campus needs additional guards and teachers to assist during transition periods.

Problem Statement 8 Areas: Perceptions

Goals



Goal 1: Focus On Student Success



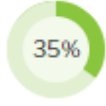

Performance Objective 1: 1.1 Create and promote engaging learning opportunities that focus on student needs and high-risk populations so that we meet the following goals by August of 2024:







- *8th grade students that meet or exceed grade level proficiency on STAAR Math will increase from 63% to 70%
- *8th grade students that meet or exceed grade level proficiency on STAAR Reading will increase from 77% to 82%

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Mar	June
<p>Strategy 1: Maximize instructional time to ensure that teachers complete a daily lesson cycle, which includes: a direct teach, guided practice, and an independent/applied practice (check for understanding).</p> <p>Strategy's Expected Result/Impact: To ensure that instructional time is safeguarded, 100% of instructional programs, resources, and partnerships will be evaluated using a Comprehensive Academic Program Evaluation Rubric by June 2024. Based on the findings, programs will be prioritized, modified, or discontinued. The percent of teachers completing a lesson cycle each day will increase from 50% to 100% by September 30, 2024.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Results Driven Accountability</p> <p>Funding Sources: Students will increase STAAR scores by attending morning tutorials. Campus tutors will be hired to assist in the area of Science and SS for 8th grade. - ESSER III (282), Student Activity Fund - Student Activity (865) , Accelerate Learning STEMscopes - Title IV (289), Teacher Supplies & Paper - Title I (211) - 211.11.6399.00.046.24.0.00, AVID Membership Dues - Local (199) - 6495 - \$5,009</p>				

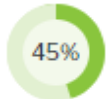



Strategy 2 Details		Reviews			
Strategy 2: Increase the amount of explicit instruction in every classroom through the use of: visual stimuli, academic vocabulary, processing tools, total response signals, manipulatives, authentic texts, hands-on experiences, and quality questioning. Strategy's Expected Result/Impact: Increase teacher proficiency in academic vocabulary instruction from 50% to 100% , the use of visual stimuli from 50% to 100% and utilization of processing tools from 50% to 100% by the end of the 2024 school year based on explicit instruction pulse checks (walkthrough tool) and other classroom observations. Staff Responsible for Monitoring: Campus administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Teacher/office supplies needed (6399 \$19,178.00) - Title I (211), Warehouse supplies - State Comp. (164), Instructional supplies - State Comp. (164), Instructional supplies - Title I (211)		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Refine the system of supports and instructional coaching provided to teachers by utilizing structured protocols for observations and direct feedback. Strategy's Expected Result/Impact: Increase observation and direct feedback protocol implementation from 50% to 100% by the end of the 2024 school year based on the observation tracker, weekly meeting notes and teacher BOY, MOY and EOY surveys. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Results Driven Accountability Funding Sources: Region One Coaching: A Math and Reading coach will be working with teachers in grades 6-8 to ensure the campus meets it's goals. Title I (211) SI monies will be used totaling \$16,000.00 - Title I (211) - SI, PSP: Ms. Cepeda will be assisting the campus as our professional service provider. Title I (211) SI monies will be used. - Title I (211), Motivational Speaker for Teachers - Title I (211) - 211.13.6299.00.046.24.0.00, Motivational Speaker for Teachers - Title IV (289) - 289.13.6299.00.046.11.0.00, Motivational Speaker for Teachers - Local (199) - 199.13.6299.00.046.99.0.00		Formative			Summative
		Sept	Dec	Mar	June
					







Strategy 4 Details		Reviews			
Strategy 4: Expand instructional leadership at the campus level that includes highly effective teachers who can provide an additional layer of instructional support. Strategy's Expected Result/Impact: Build capacity of Instructional Leadership Team (ILT) at the campus through the implementation of structured protocols for instructional rounds and direct feedback. ILTs at the campus will go from 0% to 100% protocol implementation based on observation tracker and weekly meeting notes. Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability		Formative			Summative
		Sept	Dec	Mar	June
					
		 No Progress  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/1Mufds5BJ2mFJALq25TpLynXE6QfnGSD3jx6ERKnXjI/edit?usp=sharing>)
* Family and Community Engagement Survey Checklist
(https://docs.google.com/document/d/1HVVaI4g8_-yganT32qV--sTfJ6laXYwK9DrKbINSEx0/edit?usp=sharing)
* surveys

Strategy 1 Details	Reviews			
Strategy 1: Develop & train teams on guidelines for effective communication strategies. Provide clear guidance on expectations for communication. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 4.1, 4.2 Funding Sources: - Title I (211) - 211.61.6499.00.046.24.0.00 - \$100	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Develop data collection systems to monitor family engagement including engagement via digital platforms. Strategy's Expected Result/Impact: Increase and strengthen family engagement and improve relationships Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., Public Relations staff, District Administration Title I: 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 3 Details	Reviews			
Strategy 3: Use data to ensure alignment between family engagement and learning goals Strategy's Expected Result/Impact: Promote continuous family engagement to ensure student success Staff Responsible for Monitoring: Campus administrator, Parent and Family Engagement dept., District Administration Title I: 4.1, 4.2	Formative			Summative
	Sept	Dec	Mar	June
	 25%	 45%		
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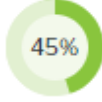
Goal 2: Focus on Family and Community Engagement

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

Evaluation Data Sources: * training invitation

* training sign-in sheets

* training agendas

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



No Progress



Accomplished






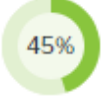


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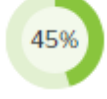






Discontinue

Goal 3: Focus On Operational Excellence

Performance Objective 1: 3.1 Veterans 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: Veterans M. S. will monitor their facilities and send a survey to the staff to see input on the facilities' needs. Strategy's Expected Result/Impact: Ensure the district's and campus 5 year plan is followed. Staff Responsible for Monitoring: Campus administration. Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus administration will review the campus' facilities survey results and monitor the work orders submitted at the campus to ensure areas of need are being addressed. Strategy's Expected Result/Impact: Compare survey and work orders. Staff Responsible for Monitoring: Campus administration. Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Campus administration will prioritize campus facilities needs based on rubric and general maintenance budget. Strategy's Expected Result/Impact: Prioritization of campus needs. Staff Responsible for Monitoring: Campus administration. Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 4 Details	Reviews			
Strategy 4: Create a plan of action to address, improve, upgrade and/or request for building renovations based on rubric, needs and budget. Strategy's Expected Result/Impact: A campus based 5 year plan and ensure campus administration monitors implementation of said plan. Staff Responsible for Monitoring: Campus administration. Title I: 2.5 Funding Sources: Window Decals for Library - Local (199) - 12.6399, Library Furniture - Capital Projects (699) - 81.6639	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Veterans M.S. will ensure to adhere to all local and federal procurement regulations to secure required bids, board approvals etc. Strategy's Expected Result/Impact: Ensuring of proper procedures for purchases, etc. Staff Responsible for Monitoring: Campus administration Title I: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Veterans M.S. will meet with necessary personnel to have general funds allocated to complete campus prioritized projects. Strategy's Expected Result/Impact: Allocate funding appropriately to address facilities Staff Responsible for Monitoring: Campus Administration Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Focus On Operational Excellence

Performance Objective 2: Veterans 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: Veterans 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. Strategy's Expected Result/Impact: Clean and safe campus Staff Responsible for Monitoring: Campus Administration Title I: 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Veterans 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. 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	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Veterans 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: 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				







Strategy 4 Details		Reviews			
Strategy 4: Veterans 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: 2.4, 2.6		Formative			Summative
		Sept	Dec	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Focus On Employees And Organizational Excellence

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

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





Strategy 1 Details		Reviews			
Strategy 1: Identify and offer professional development opportunities to campus staff that support our board goals and overall organizational health. Strategy's Expected Result/Impact: Professional development opportunities identified and delivered and a timeline for development delivery. Staff Responsible for Monitoring: Campus Administration Title I: 2.4, 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Region one Training for T-TESS - Title II Teacher/Principal (255), Region One Principal and Dean - Title I (211), Motivational Speaker for Teachers and Staff - Title I (211) - 211.13.6299.00.046.24.0.00, Motivational Speaker for Teachers and Staff - Title IV (289) - 289.13.6299.00.046.11.0.00, Motivational Speaker for Teachers and Staff - Local (199) - 199.13.6299.00.046.99.0.00, Texas Library Association for Librarian - Local (199) - 199.12.6411.00.046.11.0.11, Registration Fees - Local (199) - 199.12.6299.00.046.11.0.00, Texas School Safety Conference for Police Officer Registration Fee - Local (199) - 199.51.6299.00.046.99.0.00, Texas School Safety Conference for Police Officer - Local (199) - 199.51.6411.00.046.99.0.00, TEPSA for School Administrators - Local (199), Provide stipend for teachers attending the annual Bilingual Summit - Title II Teacher/Principal (255) - 6118, AVID Summer Institute-Registration Fees - Local (199) - 199.13.6299, AVID Summer Institute-Travel - Local (199) - 199.13.6411, CAST Conference Title II - Local (199) - 255 - \$2,160		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: 4.1(2): Design and implement guidelines, expectations, and high priority goals for principals. Strategy's Expected Result/Impact: A year-long plan for growing principals that is focused, clear, connected, and aligned to LSG. Staff Responsible for Monitoring: Executive Cabinet, Leadership Title I: 2.4, 2.5		Formative			Summative
		Sept	Dec	Mar	June
					




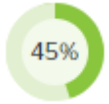
Strategy 3 Details	Reviews			
Strategy 3: Implement opportunities to discover that relationships are at the core of performance, and that trust and respect are essential to any organization seeking to grow and improve. Strategy's Expected Result/Impact: Leaders learn and practice specific skills that make clear, candid communication possible. They learn to use these skills in their relationships and to model and apply them on the job. Staff Responsible for Monitoring: Campus Administration, Campus Leadership Team Title I: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







Goal 4: Focus On Employees And Organizational Excellence









Performance Objective 2: 4.2 Veterans M.S. 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 (YMHA). 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: 2.4, 2.6		Formative			Summative
		Sept	Dec	Mar	June
					
Strategy 2 Details		Reviews			
Strategy 2: Entire campus will participate in at least 2 district wide/community events (minimum 1 per semester) that support the physical, health, nutritional, and social well-being of students and staff. Strategy's Expected Result/Impact: Support student and staff mental and physical health needs that focuses on health, nutritional, and social well-being. Title I: 2.6 - ESF Levers: Lever 3: Positive School Culture		Formative			Summative
		Sept	Dec	Mar	June
					

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







Strategy 5 Details	Reviews			
Strategy 5: Campus will provide prevention activities that help students live above the influence that supports academic success, physical health, and social and emotional well-being of all students to decrease the overall campus drug-related incidents/offenses/referrals by 10%. Strategy's Expected Result/Impact: Increase students' awareness of negative influences and help them to focus on the positive influences in their lives by empowering them with tools to make smart decisions for themselves and rise above the influence of negative pressures and influences (drugs and alcohol, bullying, suicide prevention, conflict resolution, and violence prevention). Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Lamac, Positive Promotions Red Ribbon Week, Anti bullying - Title IV (289), PPE - ESSER II (281)	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Campus will work with the SEL Department to provide teachers and campus staff with Social Emotional Learning (SEL) education on responsive and instructional classroom practices to increase the overall teacher campus climate by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for teachers and campus staff in helping build students' social and emotional competence in the school setting to foster resilience and well-being for students, for educator as they work with their students, and for school leaders as they work to build trust and well-being in their school communities that reinforce the teacher and staff perception of staff-student relationship building, skills, and mindsets. Title I: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Clothing Vouchers-\$1,200 - Title I (211) - 211 - \$1,200	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Campus will provide Social Emotional Learning (SEL) guidance lessons to all students to decrease the overall campus student discipline referrals by 10% Strategy's Expected Result/Impact: Increase support for students' social and emotional knowledge, skills, and attitudes to thrive personally and academically, develop and maintain positive relationships, becoming lifelong learners, and navigate the world more effectively. Title I: 2.6	Formative			Summative
	Sept	Dec	Mar	June
				

Strategy 8 Details	Reviews			
Strategy 8: Campus will provide parents with Social Emotional Learning (SEL) education on tools, practices, strategies, and resources to support students at home to increase parental involvement and satisfaction by 10% on district surveys. Strategy's Expected Result/Impact: Increase support for parents in helping build students' social and emotional competence at home to foster a strong home-school connection and partnership that reinforce social and emotional skills at home, school, and their communities. Title I: 2.6, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: 4.2B Staff (11): Provide support to address our employees' health and social emotional well-being by having a Wellness Facilitator at every campus. Strategy's Expected Result/Impact: Facilitate employee wellness and fitness for DISD employees - 1 per site. Monthly check-in meeting with Director of Benefits & Risk Management Staff Responsible for Monitoring: Human Resources, Benefits & Risk Management, Campus Administration, Health Services Title I: 2.5	Formative			Summative
	Sept	Dec	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: Focus On Financial Stewardship



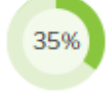





Performance Objective 1: 5.1 Create a comprehensive needs assessment in order to prioritize resources equitably based for Veterans M.S. based on the 5-year Strategic Plan.

Evaluation Data Sources: C. N. A.

Strategy 1 Details	Reviews			
Strategy 1: Ensure that we maintain a committee for goals 1-4 to prioritize budgetary needs for each of those indicators identified in those 4 goals. Strategy's Expected Result/Impact: Committee members will track needs assessment for various areas and monitor improvement strategies along with budgetary needs. Staff Responsible for Monitoring: Campus Administration Title I: 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: Focus On Financial Stewardship

Performance Objective 2: Veterans 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: Veterans M.S. will plan their campus budget accordingly in order to address the campus C.N.A. to order materials and resources as needed. Strategy's Expected Result/Impact: Campus budget planned to limit if any budget changes/amendments Staff Responsible for Monitoring: Campus Administration Title I: 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Veterans M.S. will use their campus budget appropriately by expending 10-15% of their budget on a monthly basis to meet the needs of the students to improve student achievement of the current year's students. Strategy's Expected Result/Impact: Orders, Requisitions, etc. Staff Responsible for Monitoring: Campus Administration Title I: 2.5, 2.6	Formative			Summative
	Sept	Dec	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Crystal Segura-Garza	Dean of Instruction
Administrator	Allen Garza	Principal
Administrator	Maria R. Moreno	Dean of Instruction
Classroom Teacher	Myrna Rodriguez	Lead Teacher
Classroom Teacher	Salome Diaz	Lead Teacher
Classroom Teacher	Rosalinda Perez	Lead Teacher
Classroom Teacher	Karina Arias	Lead Teacher
Classroom Teacher	Dulce Medrano	Lead Teacher
Classroom Teacher	Nancy Herrera	Lead Teacher
Classroom Teacher	Rose Fajardo	Lead Teacher
Classroom Teacher	Michelle Rodriguez	Lead Teacher

Campus Funding Summary

State Comp. (164)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional supplies		\$0.00
1	1	2	Warehouse supplies		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,200.00
+/- Difference					\$16,200.00
Local (199)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	AVID Membership Dues	6495	\$5,009.00
1	1	3	Motivational Speaker for Teachers	199.13.6299.00.046.99.0.00	\$0.00
3	1	4	Window Decals for Library	12.6399	\$0.00
4	1	1	Texas School Safety Conference for Police Officer Registration Fee	199.51.6299.00.046.99.0.00	\$0.00
4	1	1	Texas School Safety Conference for Police Officer	199.51.6411.00.046.99.0.00	\$0.00
4	1	1	CAST Conference Title II	255	\$2,160.00
4	1	1	Texas Library Association for Librarian	199.12.6411.00.046.11.0.11	\$0.00
4	1	1	AVID Summer Institute-Registration Fees	199.13.6299	\$0.00
4	1	1	Motivational Speaker for Teachers and Staff	199.13.6299.00.046.99.0.00	\$0.00
4	1	1	Registration Fees	199.12.6299.00.046.11.0.00	\$0.00
4	1	1	TEPSA for School Administrators		\$0.00
4	1	1	AVID Summer Institute-Travel	199.13.6411	\$0.00
Sub-Total					\$7,169.00
Budgeted Fund Source Amount					\$129,615.00
+/- Difference					\$122,446.00
Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Supplies & Paper	211.11.6399.00.046.24.0.00	\$0.00
1	1	2	Teacher/office supplies needed (6399 \$19,178.00)		\$0.00

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional supplies		\$0.00
1	1	3	Region One Coaching: A Math and Reading coach will be working with teachers in grades 6-8 to ensure the campus meets it's goals. Title I (211) SI monies will be used totaling \$16,000.00	SI	\$0.00
1	1	3	Motivational Speaker for Teachers	211.13.6299.00.046.24.0.00	\$0.00
1	1	3	PSP: Ms. Cepeda will be assisting the campus as our professional service provider. Title I (211) SI monies will be used.		\$0.00
2	1	1		211.61.6499.00.046.24.0.00	\$100.00
4	1	1	Motivational Speaker for Teachers and Staff	211.13.6299.00.046.24.0.00	\$0.00
4	1	1	Region One Principal and Dean		\$0.00
4	2	6	Clothing Vouchers-\$1,200	211	\$1,200.00
Sub-Total					\$1,300.00
Budgeted Fund Source Amount					\$26,820.00
+/- Difference					\$25,520.00
Title II Teacher/Principal (255)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Provide stipend for teachers attending the annual Bilingual Summit	6118	\$0.00
4	1	1	Region one Training for T-TESS		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$7,152.00
+/- Difference					\$7,152.00
Title III (263)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$5,967.00
+/- Difference					\$5,967.00
Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Student Activity Fund		\$0.00
Sub-Total					\$0.00

Student Activity (865)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$25,000.00
+/- Difference					\$25,000.00
Grand Total Budgeted					\$210,754.00
Grand Total Spent					\$8,469.00
+/- Difference					\$202,285.00