

**Canutillo Independent School District**  
**Jose Alderete Middle School**  
**2019-2020 Campus Improvement Plan**

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in Science  
Academic Achievement in Social Studies



**Board Approval Date: September 24, 2019**

# **Mission Statement**

**WE LOVE KIDS!**

**We will provide an effective teacher in every classroom supported by a quality school environment that will inspire, empower, and impact kids.**

## **Vision**

**Alderete Middle School will nurture a sense of community that is focused on the development of all students to ensure their future success academically, socially, emotionally and physically.**

## **Core Beliefs**

**Culture of Excellence**

**Student Centered**

**High Expectations**

**Accountability**

**Transparency**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Jose Alderete Middle School is one of two middle schools within CISD. Alderete M.S. received 6 of 7 available distinctions under the Texas Education Agency's performance monitoring system. Canutillo ISD received an A rating with a grade of 91, and AMS received a B rating with a grade of 84. Our student population is predominately hispanic; although growth has led to an increase in other ethnicities, as well as the number of military families enrolled at AMS. Over the past few years, our special populations (at risk, LEP, special ed/504, migrant, & GT) have remained constant with a significant decrease in SPED students as a result of boundary changes. For the 19-20 school year a specialized self-contained unit will move to AMS thus increasing our SPED population. The boundary changes have also led to a decrease in students (from 725 to 660). This will allow CISD to accommodate potential growth with new construction of homes and apartment complexes. AMS has experienced growth due to community growth and anticipates about 1,000 new homes built in the area and 2 apartment complexes (one with 75 units and the other with 210 units. more anticipated growth to come). The growth is also due to the introduction of a Health Science strand (Medical Academy) at AMS, which provides CISD students and El Paso students the opportunity to earn a high school credits in Math, Science and Career Technology in 8th grade. The AMS teaching staff is highly qualified and has been consistent with little turn over. AMS's auxiliary staff has also been consistent with little turn over. For the first year in a number of years, administrative staff has also remained constant.

### Student Demographics for AMS:

Gender	count	percentage
Female	324	51.1%
Male	310	48.9%
Ethnicity:		
Hispanic-Latino	610	96.2%
Race:		
American Indian-Alaska Native	0	0%
Asian	1	.16%
Black- African American	5	.79%
Native Hawaiian- Pacific Islander	0	0%
White	14	2.21%

Gender	count	percentage
Two-or-More	4	.63%

Defined student by program are as follows:

Program	Count	Percentage
Bilingual	0	0%
English as a Second Language (ESL)	202	28.33%
Career & Technical Education (CTE)	228	31.98%
Free Lunch Participation	411	57.64%
Reduced Lunch Participation	135	18.93%
Other Economically Disadvantaged	0	0%
Gifted & Talented	87	11.50%
Special Education (SPED)	41	6.47%
Title 1 Participation	713	100%
Dyslexia	7	.98%
Homeless Status:		
Homeless Status Total	9	1.42%
Shelter	0	0%
Doubled Up	16	2.24%
Unsheltered	0	0%
Hotel / Motel	0	0%

Additional student information:

Student Information	count	percentage
At-Risk	364	57.41%
Economically Disadvantaged	546	76.58%
Title 1 Homeless (Special Notes)	0	0%
Immigrant	9	1.26%
Limited English Proficient (LEP)	300	47.31%

Student Information	count	percentage
Migrant	12	1.89%
Military Connected	24	3.37%
Foster Care	0	0%
CTE Single Parent /Pregnant Teen	0	0%
Section 504 (No Section 504 file for 2018)	0	0%

For 2019-2020, Alderete had 61 staff members (42 teachers). The ethnic breakdown of the teachers is 67.8% Hispanic, 11.8% White, 2.3% African American, 2.3% Asian with a gender composition of 35.1% males and 64.9% females. 79% of teachers at AMS have more than 5 years of educational experience (25.2% 6-10 years experience; 28.1% 11-20 years experience; 25.7% over 20 years experience) and 35.1% have advanced degrees.

### Demographics Strengths

- Highly qualified, experienced staff members.
- Little turn over in instructional staff.
- Programs and process in place to serve special populations (GT, SPED, At-Risk, 504, LEP, etc.)
- Incentive program to increase attendance.
- Physical room to accommodate for continuous growth.
- Tutoring programs to Target student performance. (After-school, Saturday, advisory class, etc.)
- Addition of additional RTI staff to provide targeted intervention.
- Monitoring of IEP implementation to identify effectiveness of accommodations and grade monitoring for special education.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** AMS has a large population of students with special education, GT, 504, LEP or at-risk coding. Students in such populations are not making the same yearly progress as their counterparts. This is more evident in special education students as it pertains to performance in Mathematics, and ELL coded students in English Language Arts. **Root Cause:** An appropriate system is not in place at the campus to monitor instructional and linguistic accommodations. Additionally not all staff fully understand how to provide for such accommodations provided to them by both the LPAC committee and the students' IEP.

**Problem Statement 2:** AMS has had a large increase in parental involvement, however not all parents are involved as expected by staff. **Root Cause:** Our

current efforts have increased and produced great results. An active PTO was started and monthly parent advisory council meetings were held. Meetings need to be meaningful for all parents and not just informative for some.

**Problem Statement 3:** Mastery scores, meets and approaches scores in some areas had declines in performance. **Root Cause:** Inappropriate class distribution on master schedule, lack of available intervention.



# Student Academic Achievement

## Student Academic Achievement Summary

Alderete Middle School has met standard on Texas Education Agency's (TEA) academic performance report for the 18-19 school year. We earned 6 of the 7 distinctions for the 18-19 school year: Academic Achievement in English Language Arts/Reading; Academic Achievement in Science, Academic Achievement in Social Studies; closing the gaps, and Post-secondary Readiness.

For the 2019 STAAR administration students performed as follows: 6th Grade Reading- 62% 6th Grade Math- 75% 7th Grade Reading- 70% 7th Grade Math- 77% 7th Grade Writing- 66% 8th Grade Reading- 86% 8th Grade Math- 87% 8th Grade Social Studies- 73% 8th Grade Science- 88%.

There is a decreased performance in STAAR testing performance particularly in identified sub-populations. A high influx of limited English proficient students and below grade level literacy levels has augmented to the present concerns. Additionally, attendance has not reached 98% (anticipated goal) and continues to decline.

This year, however, the campus has made sustained gains in district-made common assessments across all content areas and levels. This year the campus improve its data utilization to inform instruction, this also lead to a robust intervention/tutoring approach. The campus staff retention numbers continue to excel.

## Student Academic Achievement Strengths

- Great staff retention percentages.
- Gains in all STAAR tested areas were obtained in 18-19.
- Lower class sizes from prior year.
- Strong tutoring programs.
- Alingment with NWECHS/CHS programs and advanced academics.
- Targeted Saturday enrichment programs for mastery level of performance.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Class placement for scheduling subgroups is not distributed equally. Some sections/teachers receive all of the students in one period.

**Root Cause:** More accountability required when revising master schedule.

**Problem Statement 2:** A clear criteria for placing students in advanced academics has not been established. **Root Cause:** There is no formal process to identify placements.

**Problem Statement 3:** Mastery scores, meets and approaches scores in some areas had declines in performance. **Root Cause:** Inappropriate class distribution on master schedule, lack of available intervention.

# School Processes & Programs

## School Processes & Programs Summary

Alderete has a strong, experienced faculty and staff. The campus as a whole runs smoothly and effectively, as demonstrated by OHI performance levels. Programs are growing here on campus, which includes the first Medical Magnet Academy in middle school level. Upgrades in technology has improved the way teachers can utilize data and students learn. A summer bridge program was initiated and the RTI approach was refined. We have a high percentage ELL/LEP population and most of our students being economically disadvantaged and at risk.

Alderete Middle School promotes a highly rigorous curriculum with built in daily intervention periods (mentoring minds). Tutoring is available for all core content areas and was expanded for the 18-19 school year. The performance on district level common assessment was a directly impacted by such efforts as a campus-wide percentage increase in performance was demonstrated. AMS teachers have high expectations for their students and structure an instructive environment that provides for students to meet those expectations. Most of the instructional staff at AMS has over 5 years experience. All teachers and paraprofessionals at AMS are highly qualified. Teachers have a common preparation period to allow for PLC activities such as common planning, common assessment development, data analysis and sharing of best practices.

The campus as a whole runs smoothly and exhibits a high level of cultural success.

A medical academy is in place for 6th and 7th grade students that will continue to expand in the coming years. There is a wide array of advanced academic courses that include Pre-AP and AP courses. Each student works with their guidance counselor to select appropriate courses and begin to trace their path towards high school graduation plans at an early age. Every student can select any course that will challenge them academically. As part of the college readiness efforts, every 8th grader at AMS completes the Texas Success Initiative (TSI) assessment which qualifies them for college-level courses at the high school level.

Technology on campus for student and staff use are outdated and in need of repair. Teachers have computer carts, iPad carts and chrome book carts available for use in the classroom environment, however due to the number of students on campus, it is hard for teachers to provide significant time for students in a computer lab. The use of technology at AMS is based on the availability and the expertise of the individuals using the technology. Some technology for teachers has been aging and virtually all teacher laptops have been outdated and are in need of constant repair. Replacing that technology is a priority.

## School Processes & Programs Strengths

- Faculty and staff are the strongest assets AMS offers. Most teachers are experienced professionals that have been in the profession over 5 years. All staff works together to educate our students.

- Administration is innovative, has a strong capacity for problem solving and does a great job of listening. Parent advisory council meetings and monthly CIT meetings include parents and community members every month.
- Campus is open and receptive to parental input. It is inviting and sets the foundation for good interaction and communication.
- Experienced Faculty works hard to follow the YAG and IFD's. PLC time is used towards this end in content areas as well as grade levels. Guided by data, teachers constantly reevaluate and redirect teaching objectives, strategies, and methodology, keeping our special populations in mind at all times. Lesson plans are required every week and are submitted through Eduphoria.
- Received 6 of 7 available distinctions.
- Data utilization has increased and focused on at-risk population.
- Decreased number of disciplinary incidents.
- Advanced academic courses provided.
- Opportunities for professional development.
- Delivery of the YAG, IFD's, and TEKS is strong and discussed weekly in PLC's. Data from all formal assessments is closely followed and directs instruction. Instructional coach disaggregates and distributes data analysis.

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

**Problem Statement 1:** Technology availability continues to be an issue. **Root Cause:** Completion of 5 year technology plan still in effect.

**Problem Statement 2:** Organization and communication from leadership to staff needs to be more prevalent. **Root Cause:** Provide better technological hardware/software for communication.

**Problem Statement 3:** Structure of mentoring minds is not ideal and does not create an environment needed to intervene for students. **Root Cause:** Confusion from faculty based on current structure.

**Problem Statement 4:** Mastery scores, meets and approaches scores in some areas had declines in performance. **Root Cause:** Inappropriate class distribution on master schedule, lack of available intervention.

# Perceptions

## Perceptions Summary

AMS has experienced a slight decline in student membership this year as a result of boundary changes in Canutillo ISD. Most parents perceive the campus as effective, as a matter of fact over 100 students are transferred from other communities. Parental involvement has increased substantially for the 18-19 school year and highlights the creation of a PTO. All communication is translated for accuracy to all stakeholders. Parent advisory group meetings occur regularly and provide meaningful information to the community in both English and Spanish. Our outreach via campus website needs to be revamped. Students at AMS overall have a self identity and exhibit campus pride. Disciplinary concerns at the campus are minimal and the total number of disciplinary incidents has continued to decrease. DAEP placements have seen an increase particularly in non-mandatory placements since the campus instituted a zero tolerance policy to fighting and possession of tobacco products. PBIS team is well established and making gains. Bullying discipline referrals have dramatically decreased. The campus has spent resources and time to revise school safety and plans in effect and take a proactive approach in securing main entrances. A specific method in creating discipline referrals needs to be established for all staff. Parents need to be better informed of campus expectations and student life. Addition of new programs such as medical academy and upcoming dual language to go along with six top performance distinctions has provided a better outlook for parents.

Alderete Middle School is regarded by students, teachers, staff and community members as a top-tier educational institution. Our campus is a safe campus where individual differences are accepted as we are part of the no place for hate network. Alderete M.S. has a large number of student transfers from within the Canutillo ISD boundaries and extends to neighboring districts. The campus operates on a block schedule which allows for extension of teaching time and utilizing a double-block course system, the school community can prioritize areas of strength and growth. Our block schedule also provides for less transition times and provides a safer campus and decreases instructional time lost by tardiness and transition times.

AMS has grown in student membership vertiginously in the past few years. This has made our small school approach difficult to portray to all stakeholders. Although the campus tries to be proactive, certain factors beyond school control (i.e. understaffed, had staff out on medical leave, etc.). Most parents perceive the campus as effective, as a matter of fact over 100 students are transferred from other communities.

Students at AMS have a self identity and exhibit campus pride. Disciplinary concerns at the campus are minimal. DAEP placements are minimal and most are not discretionary but mandatory in accordance to state and district standards. PBIS team is well established and making gains. Bullying and self-harm continue to be priorities to address as well as positive discipline referrals. Due to tragic happenings in Florida, the campus has spent resources and time to revise school safety and plans in effect. A specific method in creating discipline referrals needs to be established for all staff. Parents need to be better informed of campus expectations and student life.

AMS has a very positive school culture. Most of the members of the teaching staff are highly experienced and show great commitment to the campus and community. In 2006, CISD had the need to create a second middle school campus, Alderete M.S., and many of the teachers that opened the campus that year remain as members of the staff. The campus exhibits great spirit and a high degree of camaraderie exists amongst the staff.

## Perceptions Strengths

- Strong sense of school spirit exhibited by students and staff.
- Campus is very open and receptive to parental/community input.
- Avenues for student and staff recognition.
- AMS participates in district dinner programs for our community.
- Parent advisory council meetings and monthly CIT meetings include parents and community members every month.
- Campus is open and receptive to parental input. It is inviting and sets the foundation for good interaction and communication.
- Experienced Faculty that create a nurturing educational environment.
- Received 6 of 7 available distinctions.
- OHI indicators, despite a slight dip, have remained strong.
- Data utilization has increased and focused on at-risk population.
- Decreased number of disciplinary incidents.
- Advanced academic courses provided.
- Reading time provided in a campus wide effort.
- Opportunities for professional development.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Increased number of repeat offenders occupy most DAEP placement and ISS removals. **Root Cause:** Lack of systems in place to accommodate students when returning from placements. Some are transfer students.

**Problem Statement 2:** Parents have expressed dissatisfaction with current dress code policies. There is also a lack of implementation in the policy. **Root Cause:** Lack of participation in the development of campus dress code.

**Problem Statement 3:** Mastery scores, meets and approaches scores in some areas had declines in performance. **Root Cause:** Inappropriate class distribution on master schedule, lack of available intervention.

# Priority Problem Statements

**Problem Statement 1:** AMS has a large population of students with special education, GT, 504, LEP or at-risk coding. Students in such populations are not making the same yearly progress as their counterparts. This is more evident in special education students as it pertains to performance in Mathematics, and ELL coded students in English Language Arts.

**Root Cause 1:** An appropriate system is not in place at the campus to monitor instructional and linguistic accommodations. Additionally not all staff fully understand how to provide for such accommodations provided to them by both the LPAC committee and the students' IEP.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** AMS has had a large increase in parental involvement, however not all parents are involved as expected by staff.

**Root Cause 2:** Our current efforts have increased and produced great results. An active PTO was started and monthly parent advisory council meetings were held. Meetings need to be meaningful for all parents and not just informative for some.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** A clear criteria for placing students in advanced academics has not been established.

**Root Cause 3:** There is no formal process to identify placements.

**Problem Statement 3 Areas:** Student Academic Achievement

**Problem Statement 4:** Mastery scores, meets and approaches scores in some areas had declines in performance.

**Root Cause 4:** Inappropriate class distribution on master schedule, lack of available intervention.

**Problem Statement 4 Areas:** Demographics - Student Academic Achievement - School Processes & Programs - Perceptions

**Problem Statement 5:** Technology availability continues to be an issue.

**Root Cause 5:** Completion of 5 year technology plan still in effect.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Organization and communication from leadership to staff needs to be more prevalent.

**Root Cause 6:** Provide better technological hardware/software for communication.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Structure of mentoring minds is not ideal and does not create an environment needed to intervene for students.

**Root Cause 7:** Confusion from faculty based on current structure.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Increased number of repeat offenders occupy most DAEP placement and ISS removals.

**Root Cause 8:** Lack of systems in place to accommodate students when returning from placements. Some are transfer students.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** Parents have expressed dissatisfaction with current dress code policies. There is also a lack of implementation in the policy.

**Root Cause 9:** Lack of participation in the development of campus dress code.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** Class placement for scheduling subgroups is not distributed equally. Some sections/teachers receive all of the students in one period.

**Root Cause 10:** More accountability required when revising master schedule.

**Problem Statement 10 Areas:** Student Academic Achievement



# Comprehensive Needs Assessment Data Documentation

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

# Goals

## Goal 1: Canutillo Independent School District will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.

**Performance Objective 1:** During the school year 2019-2020, AMS will continue supporting the framework (School Wide Positive Behavior Intervention Support-PBIS) for establishing the social culture and behavioral supports needed for AMS to decrease disciplinary referrals and improve in all Tiered Fidelity Inventory Assessment instrument as measured by PBIS rubric.

**Evaluation Data Source(s) 1:** PBIS report, PBIS meetings, discipline referrals, bullying reports and parent surveys.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PBIS team will continue to meet monthly to evaluate discipline at the campus level. The team will be composed of multiple stakeholders with equal representation. Incentive programs will be implemented to promote campus-wide positive behavior.	2.5	Prevention Specialist; Campus Administration; office manager; PBIS team.	-Number of referrals will continue to decline. -Disciplinary placements will decrease from 18-19. provide for a positive environment Campus-wide				
	<b>Funding Sources:</b> 185-State Compensatory Education - 0.00						
2) The campus will implement the "No Place for Hate" initiative and will conduct 3 separate activities throughout the year. The campus will show signage and student work specific to these efforts.	2.5	Prevention Specialist; Campus Administration	-Campus being designated as a "No Place for Hate" school				
	<b>Funding Sources:</b> 199-Local Funds - 0.00						
3) Coordinated School Health Team will address the eight components and benchmark data utilizing the quarterly reports.		Administrative team, Student Support Services	Increase student and parent involvement.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) PBIS implementation at the campus will improve as measured by benchmarks total scores from 64% in July 2018 to 75% in July 2019.		PBIS team; student support services.	Increase in two areas in need as identified by 17-18 data: faculty commitment and lesson plan inclusiveness.				


**Goal 1:** Canutillo Independent School District will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.


**Performance Objective 2:** The Emergency Operations Plan will be updated for the 2019-2020 school year and reviewed by 100% of the faculty and staff and situational drills will be practiced on a time frame established by district and state policies.


**Evaluation Data Source(s) 2:** EOP binder


**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monthly fire drills will be conducted timely by administration. Additionally, AMS will coordinate with CISD Police to provide 2 crisis intervention drills.		AMS Administration, CISD Police.	Students and staff will be prepared to handle crisis situations.				
2) Campus public address system to be functioning at all times.		Facilities, administration.	Vital in order for safety protocols to be in effect.				

 = Accomplished
 

 = Continue/Modify
 

 = No Progress
 

 = Discontinue


**Goal 1:** Canutillo Independent School District will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.

**Performance Objective 3:** AMS will provide a minimum of three activities to students that promote a safe and drug free school throughout the 2019-2020 school year.


**Evaluation Data Source(s) 3:** list of activities

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AMS will recognize Red Ribbon week with MM lesson plans and dress up days which support drug free schools.	2.5, 2.5	AP Counselors	Student awareness and prevention of drug related incidents will be evident and supported by campus data				
2) Guidance presentations on safe and drug free schools will be presented to all students.	2.5, 2.5	Counselors	-Number of alcohol/drug related disciplinary actions will reduce to 8 for the 19-20 school year.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 1:** Canutillo Independent School District will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.


**Performance Objective 4:** Throughout 2019-2020, AMS will focus on reducing the number of disciplinary offenses by 10% and utilize TEAMS system for teacher input and administrative handling of disciplinary offenses by monitoring weekly.

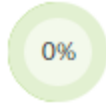
**Evaluation Data Source(s) 4:** TEAMS reports.


**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administrative team will reduce the number of physical altercations; mutual combat, and skipping class coded offenses.	2.4, 2.4	Administrators, counselors, CIT.	Reduce number of incidents disrupting education.				
2) Campus duty calendar will be revisited monthly by PBIS committee and recommendations will be made to improve student safety while reducing the number of transition, before/after school and lunch incidents.		PBIS team, administrative team.	Faculty will be aware of problem areas as they develop and increase staff presence in those areas to reduce disciplinary referrals. Additionally, AMS will have less DAEP placements.				

 = Accomplished

 = Continue/Modify

 = No Progress





 = Discontinue

**Goal 1:** Canutillo Independent School District will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.

**Performance Objective 5:** Throughout 2019-2020, AMS will celebrate a minimum of every 6 weeks student success at all levels to create a learning environment that is inviting to all stakeholders to include staff, students and community.

**Evaluation Data Source(s) 5:** Number of celebrations, activities, surveys.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Campus will celebrate appreciation days or weeks of all faculty and staff.		Office manager, principal.	The morale of faculty and staff will continue to improve as evidenced in the final OHI evaluation instrument.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 1:** Canutillo Independent School District will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.

**Performance Objective 6:** By May 2020, AMS will review and create plan of action for student safety and access to the campus . In addition, the amount of cameras needed for expansion to include interior views and restrict access doors that are not centrally controlled by staff will also be reviewed.

**Evaluation Data Source(s) 6:** Work completions, parent surveys, staff surveys.

**Summative Evaluation 6:**

**Goal 1:** Canutillo Independent School District will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.

**Performance Objective 7:** AMS and CISD police will meet and work on a design to accessing campus smoothly and safely by May 2020. Traffic will be controlled for 19-20 that will maximize parental involvement and community outreach.

**Evaluation Data Source(s) 7:** Meeting minutes with CISD police, TXDot and Sheriff's office.

**Summative Evaluation 7:**



## Goal 2: Increase Student Academic Achievement

**Performance Objective 1:** For the 19-20 school year, AMS will increase performance in all tested core subjects as demonstrated by the state assessments and meet expectations in all areas and raise scores across all content areas as follows: Mathematics from 81% to 86%; Reading from 73% to 80%; Science from 88% to 90%; Writing from 63% to 70%; Social Studies from 73% to 76%.

Reading improvement breakdown: [6th grade from 63% to 70%; 7th grade from 70% to 75%; 8th grade from 86% to 90%];

Mathematics [6th grade from 73% to 80%; 7th grade from 78% to 80%; 8th grade 88% to 92%]

AMS will also improve our mastery level in Reading to 25% [6th grade from 10-15%; 7th grade from 22-25%; 8th grade from 26-30%], Math to 15% [6th grade from 12-16%; 7th grade from 12-15%; 8th grade from 10-13%; Algebra will sustain at 90%] Social Studies from 23% to 27%, Science from 32% to 35% and Writing from from 11% to 15%.

**Evaluation Data Source(s) 1:** STAAR Results

TAPR

**Summative Evaluation 1:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) Implement Texas Essential Knowledge Skills (TEKS) using TEKS Resources program in all content areas to include the upload of Learning Goals, Proficiency Scales and associated common assessments.		Principal Assistant Principal Instructional Coach	Effective use of tools will yield common lessons that are engaging and demonstrate student growth.				
2) Utilize available resources to implement the district's initiatives/programs in every classroom for every learner.	2.4, 2.4	Instructional Coach, Principal, Assistant Principal, Department heads,	increase and maintain student performance.				
<b>Funding Sources:</b> 185-State Compensatory Education - 5955.00							

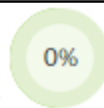
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 3) Provide structured tutoring programs for all students across all core subjects, tested or not. Tutorials will occur during, before and after school, Saturday and implement a homework hot line.	2.6, 2.6	All core teachers, assistant principal, instructional coordinator, instructional technology.	Attendance to tutorial sessions will increase and directly correlate with student course pass rates, performance on mock testing, performance on common assessments.				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 4) Provide all students that tested in Spanish at the elementary with a reading intervention course in lieu of elective courses for intervention purposes.	2.4, 2.4, 2.6, 2.6	Administration, counseling, RTI teacher.	Students will be able to familiarize with the English assessment to exhibit proficiency in English State assessments.				
<b>Comprehensive Support Strategy</b> 5) Enhance use of student data to provide for instructional use. Common assessments will be composed in the summer months and uploaded for data desegregation.		Principal, department chair, C&I department.	Increase student performance through preparation				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals 6) Provide teachers with a robust professional development agenda in the 19-20 school year to include out-of-town and in-town opportunities.	2.5, 2.6	Principal, office manager, department chairs.	Increase teacher's pedagogy				
<b>Comprehensive Support Strategy</b> 7) Celebrate success throughout the year with students and staff.		Principal	-Increased morale and positive culture leading to more gains.				
<b>TEA Priorities</b> Connect high school to career and college 8) AMS will continue to create multiple learning opportunities to include out of classroom activities such as: field trips, guest presenters, volunteer opportunities at other campuses. This will be inclusive of all stakeholders.	2.4, 2.4, 2.5, 2.6	Club sponsors, department chairs, administration.	Students will have a well rounded education.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 2: Increase Student Academic Achievement**

**Performance Objective 2:** Throughout 2019-2020, all students will have an equitable opportunity to receive high quality instruction in every classroom as stated in the school mission. Performance variance among teachers of same content and grade level will be reduced from +/- 15% to +/-5% in all classrooms.

**Evaluation Data Source(s) 2:** Lists of Professional Developments  
Walkthroughs documented

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Staff will attend weekly PLC meetings to address data, student work and interventions.	2.4, 2.4, 2.6, 2.6	Administrative Team	PLC is focused. Instructional will monitor effectiveness of instructional planning in collaboration with administrative team.				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 2) Team will collaborate for students with special needs to be promptly identified and utilize data effectively to share with appropriate staff members. The data collected will be passed on from year to year.	2.4, 2.4, 2.5, 2.5	Principal, SPED department chair, Diagnostician, SPED staff	Increase student performance through effective processes and procedures.				




100% = Accomplished    
 ➔ = Continue/Modify    
 0% = No Progress    
 ✗ = Discontinue

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 3:** AMS dropout rate for grades 6-8 will maintain 0% for the 2019-2020 school year.

**Evaluation Data Source(s) 3:** Reports

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Build a foundation of reading and math 1) At-Risk students will have an individual plan which will be updated and monitored	2.6, 2.6	Instructional Coordinator Counselors PEIMS Clerk RTI Committee/Eagle Recovery	Increase student performance through effective monitoring.				
<b>TEA Priorities</b> Build a foundation of reading and math 2) Students who are unsuccessful in STAAR testing will have a personal graduation plan developed with parental input.	2.5, 2.5	Counselors, Instructional Coach	To ensure student learning and support				
<b>TEA Priorities</b> Build a foundation of reading and math 3) Resources and materials will be used to support study skills and other programs for use within the classrooms.	2.5, 2.6	Office manager, teachers	To ensure academic success and reinforce curriculum objectives through organizational skills for at-risk students.				
<b>Funding Sources:</b> 185-State Compensatory Education - 1581.25							
							

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 4:** All eligible AMS students will be prepared for high school transition by offering up to 5 high school credits and be advised of the different graduation and financial aid plans available for graduation throughout the 2019-2020 school year.

**Evaluation Data Source(s) 4:** Reorts of meetings/ conferences for 8th grade students

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>TEA Priorities</b> Build a foundation of reading and math Connect high school to career and college 1) Most 8th grade students will have an opportunity to take PIT a CTE course for high school credit and use current technology in updated labs.</p>		Counselors CTE teachers	To increase the acquisition of HS credits placing them at better odds to continue HS and move on to college in a timely manner.				
<p><b>TEA Priorities</b> Connect high school to career and college 2) AP Spanish will be offered at AMS with students taking the AP exam or CBE so students can gain high school credit.</p>		Counselors Foreign language teacher	AP exam scores will increase and so will number of high school credits.				
<p><b>TEA Priorities</b> Build a foundation of reading and math 3) 8th grade students will have the opportunity to take Algebra 1 for HS Credit.</p>	2.5	Math PLC Principal AP	Increase student enrollment and participation. Passing rates will set students for success at the HS level.				
4) AMS students will complete art 1 for HS credit.		Art teacher, counselor, administrative team.	Increase student participation to complete credit.				

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 5:** For the 19-20 school year, AMS will revise quarterly it's technology plan (5 year) and allocate resources to update our hardware components in an effort to positively affect student performance.

**Evaluation Data Source(s) 5:** List of resources

**Summative Evaluation 5:**

**Targeted or ESF High Priority**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Technology across the campus will be upgraded to service students and provide for better intervention programs.	2.6	Administrative team, technology department, CIT	To provide student access easily for learning opportunities specifically for students that are struggling.				
<b>Funding Sources:</b> 185-State Compensatory Education - 23992.00							
2) Each core subject will obtain a technology and provide effective instructional services.	2.6	Principal, department chairs, technology director.	Increase lab time for students and provide for a better learning environment.				
<b>TEA Priorities</b> Build a foundation of reading and math 3) Provide a one to one technology setting for school programs and increase technology availability for at-risk students.	2.4, 2.6	Administrators	Increase exposure to STEM for all sub populations				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


**Goal 2: Increase Student Academic Achievement**

**Performance Objective 6:** AMS will have 100% progress monitoring of all students for each 3 week progress report grading period through RTI .


**Evaluation Data Source(s) 6:** progress reports

**Summative Evaluation 6:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 1) Eagle Rescue (E.R.) team will meet every grading period to identify students struggling academically and addressing issues in a parent/student/staff intervention.	2.4, 2.4, 2.6, 2.6	Instructional Coach, Counselors, administrative team, ER team	Increase student performance				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 2) Tutoring after school for all struggling students with core content aid 4 days out of the week and an intensive session on Fridays.	2.4, 2.4, 2.5, 2.5	Teachers, Administrative team	Will increase and directly impact academic performance.				
<b>Comprehensive Support Strategy</b> 3) Licensing for intervention software and other products will be utilized for effective instructional purposes.	2.6, 2.6	Department chairs, administration, instructional coach.	increase learning time and increase student performance.				
<b>Funding Sources:</b> 185-State Compensatory Education - 13490.00							
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 4) Create tutoring schedules in all content areas with hands on and engaging instruction to target at-risk students.	2.4, 2.4, 2.5, 2.5	Administration, Instructional Coach, Department Chairs.	-Increase student performance				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 2: Increase Student Academic Achievement**

**Performance Objective 7:** Student attendance at AMS will increase from 96.4% to 96.85% for the 2019-2020 school year.


**Evaluation Data Source(s) 7:** Attendance reports and monitoring of Attendance Action Plan

**Summative Evaluation 7:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Attendance team will monitor absences and parents of students with chronic absenteeism will be scheduled for admin conferences.	2.6, 2.6	Assistant Principal Attendance Clerk	Increase student attendance				
2) Perfect attendance incentives for students throughout the year.		Assistant Principal Attendance Clerk	Improved attendance rates				
3) Provide a tracking system for students with chronic tardiness, and/or absenteeism.	2.6, 2.6	Attendance clerk, administration.	-Students will be identified and remediation provided.				
4) Campus will hold parent classes on attendance for parents of students with attendance concerns. Parent liaison will work with parents to explain the importance of daily attendance.	3.2, 3.2	Parent liaison, principal, CIT, attendance clerk.	-Students will be identified and provide remediation to increase attendance				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**Goal 2: Increase Student Academic Achievement**

**Performance Objective 8:** AMS revamped literacy frameworks for implementation to all students for reading/writing across the curriculum throughout the 19-20 academic year. A minimum of three metrics will be used to analyze progress.

**Evaluation Data Source(s) 8:** Classroom observations, performance in ELAR assessments. AR points will be analyzed as well as classroom reading logs in mentoring minds.

**Summative Evaluation 8:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 1) Provide every ELAR with classroom libraries with titles of student interest and provide for 2 writing/reading labs on the campus.	2.4, 2.4	Principal, ELAR department chair, Instructional coach	-Move away from titles that do not generate student interest. -Increase in AR points. -Incr				
<b>TEA Priorities</b> Build a foundation of reading and math 2) New titles of interest will be available to students in the Library .	2.4, 2.4	Administration, Librarian.	Increase student reading skills				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 3) A summer literacy program will be provided to at-risk students .	2.4, 2.4	Principal, ELAR team	-Students that attend the camp will have better outcomes in the subsequent assessments & prevent a decline in their reading ability to encourage great reading habits.				
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Recruit, support, retain teachers and principals 4) Campus will have access to high quality, research-based professional development. We will provide innovative teaching methods and classroom environments necessary for growth.	2.6, 2.6	Principal	Increase student performance providing literacy intervention to at-risk students.				
<b>Problem Statements:</b> Demographics 3 - Student Academic Achievement 3 - School Processes & Programs 4 - Perceptions 3							

## Performance Objective 8 Problem Statements:

### Demographics

**Problem Statement 3:** Mastery scores, meets and approaches scores in some areas had declines in performance. **Root Cause 3:** Inappropriate class distribution on master schedule, lack of available intervention.

### Student Academic Achievement

**Problem Statement 3:** Mastery scores, meets and approaches scores in some areas had declines in performance. **Root Cause 3:** Inappropriate class distribution on master schedule, lack of available intervention.

### School Processes & Programs

**Problem Statement 4:** Mastery scores, meets and approaches scores in some areas had declines in performance. **Root Cause 4:** Inappropriate class distribution on master schedule, lack of available intervention.

### Perceptions

**Problem Statement 3:** Mastery scores, meets and approaches scores in some areas had declines in performance. **Root Cause 3:** Inappropriate class distribution on master schedule, lack of available intervention.


**Goal 2: Increase Student Academic Achievement**


**Performance Objective 9:** Summer bridge for 19-20 programs will be provided to prevent students from having any academic regression and to prepare them for upcoming grade level. This will be available for all incoming 5th grade students.


**Evaluation Data Source(s) 9:** Report of programs and sign in sheets.


**Summative Evaluation 9:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A medical academy outreach program will be provided in the summer that will include information and recruiting efforts for the upcoming year.		Program coordinator, administration.	Increase student participation				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> 2) A bridge Algebra I camp will be provided to pertinent students.	2.4, 2.5	Algebra teacher, IC, Administration.	Increase the percentage of students performance.				

 = Accomplished

 = Continue/Modify

 = No Progress





 = Discontinue

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 10:** All students in the 8th grade will be provided multiple opportunities to be successful in the Texas Success Initiative (TSI) test to measure for college readiness. Additionally, a group of 7th graders will begin taking TSI at the end of the academic year. This effort will prepare students for secondary and post secondary opportunities.

**Evaluation Data Source(s) 10:** Data from TSI testing.

**Summative Evaluation 10:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>TEA Priorities</b> Connect high school to career and college 1) Teachers will work with students for the TSI test, to prepare students for secondary and post secondary opportunities.	2.5, 2.5	Principal	Increase number of students the opportunities to take the TSI test				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 11:** Throughout 2019-2020 school year, Teacher professional performance as measured by the Texas Teacher Evaluation and Support System (T-TESS) will match campus performance as measured by state accountability measures.

**Evaluation Data Source(s) 11:** T-TESS, TAPR reports, STAAR testing data.

**Summative Evaluation 11:**


**Targeted or ESF High Priority**

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 12:** Students will have an expanded course selection from which to choose from to increase academic achievement, attendance and PBIS benchmarks of quality.

**Evaluation Data Source(s) 12:** master schedule, discipline reports, common/benchmark assessment data.

**Summative Evaluation 12:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Increase offerings in the elective classes to include Robotics, Piano, Jazz Band and advanced art.	2.5	Principal, Counselors, CTE department, Fine Arts Department.	Students will increase in membership and participation in all areas.				
<b>Problem Statements:</b> Demographics 3 - Student Academic Achievement 3 - School Processes & Programs 4 - Perceptions 1, 3							
							

**Performance Objective 12 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> Mastery scores, meets and approaches scores in some areas had declines in performance. <b>Root Cause 3:</b> Inappropriate class distribution on master schedule, lack of available intervention.

### Student Academic Achievement

**Problem Statement 3:** Mastery scores, meets and approaches scores in some areas had declines in performance. **Root Cause 3:** Inappropriate class distribution on master schedule, lack of available intervention.

### School Processes & Programs

**Problem Statement 4:** Mastery scores, meets and approaches scores in some areas had declines in performance. **Root Cause 4:** Inappropriate class distribution on master schedule, lack of available intervention.

### Perceptions

**Problem Statement 1:** Increased number of repeat offenders occupy most DAEP placement and ISS removals. **Root Cause 1:** Lack of systems in place to accommodate students when returning from placements. Some are transfer students.


**Problem Statement 3:** Mastery scores, meets and approaches scores in some areas had declines in performance. **Root Cause 3:** Inappropriate class distribution on master schedule, lack of available intervention.

### Goal 3: Enhance Student Character & Drive Towards a Career / Profession that benefits the community with diverse career experiences from K-12.

**Performance Objective 1:** The AMS Counseling Team will meet quarterly with grade levels to provide positive student support and address their needs throughout the 2019-2020 school year. Counseling team will utilize information to continue to revamp leader in me, bullying prevention and PBIS.

**Evaluation Data Source(s) 1:** Schedules of meetings with agendas, purchase orders for materials.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Presentations focused on bullying prevention, self harm prevention, dating violence, conflict resolution and cyberbullying issues will be given to those specific grades determined to be appropriate to them.		Counselors, Student support services, aliviane.	Guest presenters and counseling team will utilize guidance lessons to address issues of concern which will directly impact in diminishing incidents on campus.				
2) AMS school counselors will utilize the Leader in Me curriculum and student leader agenda to include character etiquette and student communication.	2.4	Counselors, teachers	develop the personal social domain of the comprehensive guidance and counseling program for 6-8 students				
3) AMS will create a LIM curriculum over the summer that will include use of agenda, book studies in the MM classes and a step by step implementation cycle for teachers to follow.	2.4	Principal, IC, Assistant Principal, counselors	-A successful implementation will be palpable across the campus. -Campus activities will be ran by student-led groups.				
4) Presentations on bullying prevention, self harm prevention, dating violence, conflict resolution and cyberbullying issues will be given to those specific groups determined to be appropriate.		Administration	To increase self esteem and self confidence in our students.				
							


**Goal 3:** Enhance Student Character & Drive Towards a Career / Profession that benefits the community with diverse career experiences from K-12.


**Performance Objective 2:** During the 2019-2020 school year, AMS will create at least 3 student success activities which recognizes students achievement in academics and athletics.

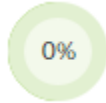
**Evaluation Data Source(s) 2:** List of activities with dates and purpose.


**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) End of year celebration recognizing student achievement in academics and athletics.	3.1, 3.1, 3.2, 3.2	Admin Team, Athletic Coordinator, Coaches	Increasing a positive culture and celebrating student success.				
2) AMS will provide incentives to students for passing all of their classes with a 85% or better. AMS will also provide additional incentives to promote high academic success.	2.4, 2.4	Principal IC	Student ownership will be present as well as a constant celebration of success to increase culture.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue




**Goal 3:** Enhance Student Character & Drive Towards a Career / Profession that benefits the community with diverse career experiences from K-12.

**Performance Objective 3:** Throughout 2019-2020, AMS Mentoring Minds classes will devote weekly lessons to continue to build citizenship with all student body using PBIS, and The Leader in Me.


**Evaluation Data Source(s) 3:** Lists of topics covered on the weekly lessons

**Summative Evaluation 3:**

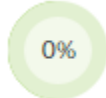
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Agendas with leader in me resources will be available for all students to enhance concept.	2.4, 2.4, 3.1, 3.1	Principal, office manager, counselors.	-Increase leadership skills among our students				
2) Counseling and leadership team will create curriculum for Mentoring Minds classes in the summer.		Administration, office manager, counselors.	- A structure curriculum for mentoring minds will be provided that includes a book study on the habits.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 3:** Enhance Student Character & Drive Towards a Career / Profession that benefits the community with diverse career experiences from K-12.

**Performance Objective 4:** To enhance student opportunities for 19-20 school year outside of the classroom, AMS will review to increase field trip activities, guest speakers and distance learning opportunities by 2. Priority is provided for activities that enhance character education.

**Evaluation Data Source(s) 4:** Travel budgets, trip requests, transportation logs.

**Summative Evaluation 4:**

## Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education.

**Performance Objective 1:** AMS will increase parental involvement by providing activities for parents and community members to attend at least once a month throughout the 2019-2020 school year.

**Evaluation Data Source(s) 1:** Sign in Sheets and agendas to include a schedule of meetings throughout the year.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parents will be invited to a monthly advisory council meeting to advise the principal on issues affecting the campus. Meetings will be conducted in the morning and afternoon and principal will facilitate in English/Spanish to increase parent participation.	3.1, 3.1, 3.2, 3.2	Principal.	Increased parental involvement.				
<b>Funding Sources:</b> 185-State Compensatory Education - 122.00							
2) AMS will hold an Open House every semester to inform parents about campus specifics. At least 3 parents will serve on CIT and attend monthly meetings.	3.1, 3.2	Administrative team, parent liaison, CIC	Increase parent engagement				
3) AMS will have resources available for parent meetings and activities which are supported by parents.	3.2	Principal, Parent liaison.	Parents will attend meetings regularly and provide feedback.				
4) A parent university will be hosted by AMS at the start of the year to educate community about discipline, attendance and opportunities at the campus.	3.1, 3.1, 3.2, 3.2	Parent liaison, principal, CIT	-parents will be better informed about campus expectations.				
<b>Comprehensive Support Strategy</b> 5) Special parent sessions will be hosted for parents of at-risk, ELL and SPED students to inform parents of their rights and opportunities. Parent compact and Parent involvement policies for input and will be reviewed periodically.	2.6, 2.6, 3.1, 3.1, 3.2, 3.2	Parent liaison, principal, CIT	-Student performance on subgroups will increase and gaps narrowed. -Parents will be more involved in day to day school operations.				
6) Family content nights will be hosted to expose parents and community to academic curriculum at AMS.	3.1, 3.1, 3.2, 3.2	Parent liaison, principal, CIT	-Informed parents will be able to support students and performance will increase.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
7) To augment parent participation, parent liaison will attend professional development.	3.1	Office manager; principal	The conference will provide a sustainable and systematic parent and family engagement program with an ultimate goal to increase student achievement				

**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education.

**Performance Objective 2:** AMS will create Professional Learning Communities for the campus office and support staff as well as for the custodial/maintenance crews on a monthly basis of AMS throughout the 2019-2020 school year in order to improve communication throughout members of the campus staff and to improve our customer relations (students and parents).

**Evaluation Data Source(s) 2:** Sign in sheets/ agendas and number of times met throughout the year.

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AMS office staff will meet monthly in the form of a PLC to discuss best practices in office management and customer service.		Principal, Office Manager	Provide positive and efficient customer service.				

**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education.

**Performance Objective 3:** For 19-20 school year, a summer bridge program will be provided for all incoming parents and students to AMS.

**Evaluation Data Source(s) 3:** sign in sheets/agendas and meeting minutes.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AMS will host a week of learning opportunities and events for parents and students during the summer.	3.1, 3.2	Parent liaison, principal, CIT	-Attendance, discipline and student performance will improve.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education.

**Performance Objective 4:** By June 2020, a minimum of 2 Parental seminars and education will be provided to equip parents with helping students set academic goals, measure progress and address Social Emotional Learning(SEL) at the home. A clear path from K-16 will be provided by parents as they set post-secondary goals with their children.

**Evaluation Data Source(s) 4:** Sign in sheets, agendas, minutes, goal tracking forms.

**Summative Evaluation 4:**


## Goal 5: We will convey and share a positive image to all CISD community and stakeholders.

**Performance Objective 1:** In 2019-2020 school year, AMS will continue to utilize social media and campus created technology weekly to promote the campus and the achievements of our students and faculty as well as informing the community of upcoming events. Website will be updated regularly with important information.

**Evaluation Data Source(s) 1:** Samples of weekly promotions using social media

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to support through the master schedule, a technology individual who will be responsible for the upkeep of our web page, facebook, twitter, and other social media outlets. This staff member will continue to promote the athletic, academic and extra curricular activities of the students of AMS through these media outlets. These outlets will be constantly updated and conducted in English/Spanish when applicable.		Principal, Technology Teacher					
2) Maintain the web page with current information to include the upcoming events for the school.		Principal, Technology Teacher					
3) AMS will promote at least 4 student performances, athletic events and academic events that the AMS students are involved.		Principal, Technology Teacher					
4) Provide an opportunity for parents to provide input through a monthly parent advisory meeting.							



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




**Goal 5:** We will convey and share a positive image to all CISD community and stakeholders.

**Performance Objective 2:** In 2019-2020 school year, AMS will create a minimum of 2 community partnerships to benefit the campus as a whole and the exposure of our student population to positive influences in our community.


**Evaluation Data Source(s) 2:** Names of 2 community partnerships.

**Summative Evaluation 2:**

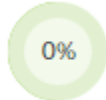
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AMS will meet with community to gain a partnership that will positively benefit all our students		Principal	Increase partnerships with our campus by working closely with our community				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 5:** We will convey and share a positive image to all CISD community and stakeholders.

**Performance Objective 3:** AMS will spend 95% of allotted funds during the 2019-2020 school year based on the needs of the campus.

**Evaluation Data Source(s) 3:** Financial Reports

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) 95% of all federally allocated funds will be spent before the end of the academic year with 70% of funds spent through semester 1.		Principal, Business manager	Budgetary resources will directly impact instruction and campus culture this academic year with all students to include: LEP, Migrant, SPED and At-Risk students.				
<b>Comprehensive Support Strategy</b> 2) AMS will meet the minimum expenditure requirements for all special programs and special populations, including; SPED, ELL, 504, GT, as it complies with TEA requirements.		Principal, Business Manager	To increase and maintain student academic performance.				

100% = Accomplished
 ➔ = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

**Goal 5:** We will convey and share a positive image to all CISD community and stakeholders.

**Performance Objective 4:** For 19-20, AMS will retain and maintain partnerships with government institutions to provide students and staff resources that reach further than the classroom walls. AMS will increase from 2 to 4 partnerships.

**Evaluation Data Source(s) 4:** Lists of partnerships.

**Summative Evaluation 4:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal will solicit and secure partnerships with local, state and federal institutions to enrich the education of AMS students.		Principal	To provide opportunities and exposure to organizations available in order to support our students.				

**Goal 5:** We will convey and share a positive image to all CISD community and stakeholders.

**Performance Objective 5:** Throughout 2019-2020, Parental involvement will increase by 3 by extending their participation to committee work and creating a positive impact on education.

**Evaluation Data Source(s) 5:** Sign in sheets.

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) AMS will reach out to parents to participate in workshops and academic learning events held throughout the school year.	3.2	Principal	Increasing parent participation in their child's educational learning.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 5:** We will convey and share a positive image to all CISD community and stakeholders.

**Performance Objective 6:** All AMS staff and teachers will provide excellent customer service and provide a community school feel that is inviting to all stakeholders. Training will be proactive throughout the 19-20 year.

**Evaluation Data Source(s) 6:** trainings, hotline issues, surveys.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AMS will provide meetings and support to staff to ensure excellent customer service to all stakeholders.		Principal	To provide a positive culture at our campus				

**Goal 5:** We will convey and share a positive image to all CISD community and stakeholders.

**Performance Objective 7:** Throughout 2019-2020, AMS will promote all special programs, accomplishments and display excellent performance by all means.

**Evaluation Data Source(s) 7:** website, promotional materials.

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AMS will showcase students accomplishments every grading period.		Principal	To increase student confidence and parent participation through recognition of students hard work.				

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	4	Provide all students that tested in Spanish at the elementary with a reading intervention course in lieu of elective courses for intervention purposes.
2	1	5	Enhance use of student data to provide for instructional use. Common assessments will be composed in the summer months and uploaded for data desegregation.
2	1	6	Provide teachers with a robust professional development agenda in the 19-20 school year to include out-of-town and in-town opportunities.
2	1	7	Celebrate success throughout the year with students and staff.
2	2	1	Staff will attend weekly PLC meetings to address data, student work and interventions.
2	2	2	Team will collaborate for students with special needs to be promptly identified and utilize data effectively to share with appropriate staff members. The data collected will be passed on from year to year.
2	6	1	Eagle Rescue (E.R.) team will meet every grading period to identify students struggling academically and addressing issues in a parent/student/staff intervention.
2	6	2	Tutoring after school for all struggling students with core content aid 4 days out of the week and an intensive session on Fridays.
2	6	3	Licensing for intervention software and other products will be utilized for effective instructional purposes.
2	6	4	Create tutoring schedules in all content areas with hands on and engaging instruction to target at-risk students.
2	8	1	Provide every ELAR with classroom libraries with titles of student interest and provide for 2 writing/reading labs on the campus.
2	8	3	A summer literacy program will be provided to at-risk students .
2	8	4	Campus will have access to high quality, research-based professional development. We will provide innovative teaching methods and classroom environments necessary for growth.
4	1	5	Special parent sessions will be hosted for parents of at-risk, ELL and SPED students to inform parents of their rights and opportunities. Parent compact and Parent involvement policies for input and will be reviewed periodically.
5	3	1	95% of all federally allocated funds will be spent before the end of the academic year with 70% of funds spent through semester 1.

Goal	Objective	Strategy	Description
5	3	2	AMS will meet the minimum expenditure requirements for all special programs and special populations, including; SPED, ELL, 504, GT, as it complies with TEA requirements.



# State Compensatory

## Budget for Jose Alderete Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
185.11.6112.13.042.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$489.00
185.11.6112.96.042.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,468.00
185.11.6117.05.042.30	6117 Career Ladder - Locally Defined	\$14,388.00
185.11.6119.35.042.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$117,851.00
185.11.6128.05.042.30	6128 Overtime Pay - Locally Defined	\$200.00
185.11.6129.00.042.30	6129 Salaries or Wages for Support Personnel	\$18,404.00
185.11.6141.00.042.30	6141 Social Security/Medicare	\$267.00
185.11.6141.05.042.30	6141 Social Security/Medicare	\$50.00
185.11.6141.13.042.30	6141 Social Security/Medicare	\$8.00
185.11.6141.35.042.30	6141 Social Security/Medicare	\$1,709.00
185.11.6141.96.042.30	6141 Social Security/Medicare	\$22.00
185.11.6142.00.042.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6142.35.042.30	6142 Group Health and Life Insurance	\$14,974.00
185.11.6143.00.042.30	6143 Workers' Compensation	\$87.00
185.11.6143.05.042.30	6143 Workers' Compensation	\$20.00
185.11.6143.13.042.30	6143 Workers' Compensation	\$3.00
185.11.6143.35.042.30	6143 Workers' Compensation	\$554.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6143.96.042.30	6143 Workers' Compensation	\$9.00
185.11.6145.00.042.30	6145 Unemployment Compensation	\$17.00
185.11.6145.05.042.30	6145 Unemployment Compensation	\$4.00
185.11.6145.13.042.30	6145 Unemployment Compensation	\$1.00
185.11.6145.96.042.30	6145 Unemployment Compensation	\$2.00
185.11.6146.00.042.30	6146 Teacher Retirement/TRS Care	\$138.00
185.11.6146.05.042.30	6146 Teacher Retirement/TRS Care	\$268.00
185.11.6146.06.042.30	6146 Teacher Retirement/TRS Care	\$115.00
185.11.6146.13.042.30	6146 Teacher Retirement/TRS Care	\$39.00
185.11.6146.35.042.30	6146 Teacher Retirement/TRS Care	\$2,923.00
185.11.6149.00.042.30	6149 Employee Benefits	\$276.00
185.11.6149.35.042.30	6149 Employee Benefits	\$1,318.00
<b>6100 Subtotal:</b>		<b>\$183,091.00</b>
<b>6200 Professional and Contracted Services</b>		
185.11.6299.00.042.30	6299 Miscellaneous Contracted Services	\$1,225.00
185.11.6299.97.042.11	6299 Miscellaneous Contracted Services	\$16,725.00
<b>6200 Subtotal:</b>		<b>\$17,950.00</b>
<b>6300 Supplies and Services</b>		
185.11.6329.00.042.30	6329 Reading Materials	\$1,042.00
185.11.6398.00.042.30	6398 Computer Supplies/Software - Locally Defined	\$64,000.00
185.11.6399.00.042.30	6399 General Supplies	\$1,126.00
<b>6300 Subtotal:</b>		<b>\$66,168.00</b>
<b>6400 Other Operating Costs</b>		
185.13.6411.00.042.30	6411 Employee Travel	\$4,000.00
185.11.6494.00.042.30	6494 Reclassified Transportation Expenses	\$5,000.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.13.6499.00.042.30	6499 Miscellaneous Operating Costs	\$1,000.00
	<b>6400 Subtotal:</b>	<b>\$10,000.00</b>

## Personnel for Jose Alderete Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Patricia Padilla	RTI English Teacher	Compensatory Education	1
Richard Vasquez	At-Risk Aide	Compensatory Education	1
Vacancy	RTI Math Teacher	Compensatory Education	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

For the 2017-2018 school year, performance on the state assessment indicated an overall decline in performance particularly within subgroups. Performance is indicated in the table below:

#### 6th Grade

6th grade Math Groups	Number of students	Approaches (Passing)	Masters (grade level)	Masters
Economically disadvantaged	161	78%	35%	10%
LEP	85	68%	14%	2%
SPED	14	29%	0%	0%
Overall	237	78%	35%	10%

6th grade Reading Groups	Number of students	Approaches (Passing)	Masters (grade level)	Masters
Economically disadvantaged	161	60%	33%	14%
LEP	85	38%	5%	1%
SPED	14	7%	0%	0%
Overall	237	60%	28%	15%

#### 7th grade

7th Grade Math Groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above level)
Economically disadvantaged	168	73%	41%	13%
LEP	74	61%	27%	5%
SPED	10	10%	0%	0%

<b>7th Grade Math Groups</b>	<b>Number of Students</b>	<b>Approaches (passing)</b>	<b>Meets (grade level)</b>	<b>Masters (above level)</b>
Overall	239	72%	43%	17%
<b>7th Grade Reading groups</b>	<b>Number of Students</b>	<b>Approaches (passing)</b>	<b>Meets (grade level)</b>	<b>Masters (above grade level)</b>
Economically Disadvantaged	168	69%	28%	15%
LEP	73	47%	10%	4%
SPED	10	10%	0%	0%
Overall	231	70%	34%	20%
<b>7th Grade writing groups</b>	<b>Number of Students</b>	<b>Approaches (passing)</b>	<b>Meets (grade level)</b>	<b>Masters (above grade level)</b>
Economically disadvantaged	168	57%	24%	4%
LEP	73	47%	32%	8%
SPED	10	0%	0%	0%
Overall	230	62%	30%	7%

### 8th grade scores

<b>8th grade Math groups</b>	<b>Number of Students</b>	<b>Approaches (passing)</b>	<b>Meets (grade level)</b>	<b>Masters (above grade level)</b>
Economically disadvantaged	147	78%	43%	9%
LEP	54	59%	30%	4%
SPED	16	19%	0%	0%
Overall	201	80%	47%	11%
<b>8th grade English groups</b>	<b>Number of Students</b>	<b>Approaches (passing)</b>	<b>Meets (grade level)</b>	<b>Masters (above grade level)</b>
Economically disadvantaged	172	74%	38%	12%
LEP	57	52%	113%	0%
SPED	16	20%	7%	0%
Overall	256	80%	45%	19%
<b>8th grade Science groups</b>	<b>Number of Students</b>	<b>Approaches (passing)</b>	<b>Meets (grade level)</b>	<b>Masters (above grade level)</b>

<b>8th grade Math groups</b>	<b>Number of Students</b>	<b>Approaches (passing)</b>	<b>Meets (grade level)</b>	<b>Masters (above grade level)</b>
Economically disadvantaged	128	76%	51%	26%
LEP	58	56%	28%	7%
SPED	15	33%	7%	0%
Overall	257	79%	58%	33%

<b>8th grade Soc. Studies groups</b>	<b>Number of Students</b>	<b>Approaches (passing)</b>	<b>Meets (grade level)</b>	<b>Masters (above grade level)</b>
Economically disadvantaged	171	68%	32%	15%
LEP	58	47%	12%	2%
SPED	15	27%	20%	7%
Overall	257	74%	39%	21%

Multiple data sources are taken into account based on their individual academic achievement. By utilizing the Comprehensive Needs Assessment process it provided us with various data points that included but not limited to students that are failing and students that were identified as at risk of failing using a tier approach. This critical process is the preparation in the development of our campus improvement plan. Stakeholders from multiple areas of the school and community were active participants of this needs assessment Multiple data sources include but are not limited to the following:

- STAAR results
- common assessments
- benchmarks
- TELPAS
- Imagine Math
- Achieve 3000
- Mini assesments
- Reading computer program
- Math computer program
- Science computer program
- Professional Development and the outcome of implementing the strategies.

The initial Comprehensive needs assessment took place on February, 2018.

The second review and revision took place on August of 2018.

Review and revision of the CNA will continue throughout the year, listed are the dates to review and revise our CNA:

November, 2018

January, 2019

March, 2019

June, 2019- this is to review and summarize the outcome of our goals and objectives in the improvement plan.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The campus improvement plan was created with the Campus Improvement team (CIT) which includes (3) parent members, U.S. Army partners and a business member of our community.

Originally, our CIT team reaches out to teachers and parents by reviewing and analyzing the final outcome of our Comprehensive Needs Assessments. Teachers collaborate through their PLC's and determine through ranking order the problem statements and define the steps to address them effectively.

Input is important from parent participation and is addressed at the monthly Parent Advisory Council meeting and through discussion they determine the problem statements by ranking order which is then shared at the CIT meeting.

As the CIT reviews all information which includes but not limited to surveys, then begins the process of creating the objectives and focus within our school wide plan. Strategies are created working towards the campus objectives and goals. Focus for AMS are as follows:

1. Ensuring that the campus is a safe and secure environment for all our students and family members.
2. To increase student academic achievement for all students to include but not limited to English Language Learners (ELL), Special Education (SPED) and migrant students.
3. Professional Development is focused around campus priorities to ensure student growth.
4. To enhance student character through various programs and guide our students towards a career and/or profession.
5. To work on building a meaningful parent partnership for their empowerment and engagement in their child's education.
6. Alderete Middle School (AMS) is determined to build a strong and powerful relationship with our parents by creating and maintaining a welcoming atmosphere.
7. AMS will convey and share a positive image to all canutillo community and stakeholders by celebrating student successes that occur throughout the year.

Once all information is collected CIT reviews all information and through collaboration determines the areas of focus for the year.



Stakeholders include faculty, staff, parents, community members and business owner, meeting monthly to review, monitor and update plans when appropriate.

List of CIT members are listed in this plan.

## **2.2: Regular monitoring and revision**

Comprehensive Needs Assessments are initialized in March of 2018, after its completion of the process the objectives and strategies are placed in the campus improvement plan with input from the campus improvement team which includes teachers, administrators, parents and community members.

The campus revisits through monitoring and provides revisions on a regular basis. Updates are provided on a minimum for the following months:

November, 2018 - January 2019 - March, 2019 - June, 2019

Improvement plan is monitored quarterly at a minimum. Attached and uploaded into the program are other dates, agendas and minutes that illustrate meetings that address revisions of the campus improvement plan. Improvement plan is provided to all members of the campus improvement team for initial approval and changes recommended by stakeholders are presented to improvement team for approval and ratification.

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

Location of the Improvement Plan are strategically placed where there may be a high traffic of parent and/or community members. The Campus Improvement Plan (CIP) for Jose Alderete Middle school is available in the following areas:

- AMS parent resource center- English & Spanish
- Principal Office- English & Spanish
- At the campus Library- English & Spanish
- PTO meetings
- Parent Advisory Council (PAC) binder which is available for viewing during every PAC meeting. English & Spanish
- On the campus website
- On the district website

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

Alderete Middle School focus is to ensure student growth in academic performance by providing various opportunities for all children that includes all sub population to meet the challenging state academic standards. The following indicates targeted opportunities for all our students to meet high achievement based on their individual needs:

- PLC's target all student subpopulation by collaborating and analyzing data therefore, creating opportunities that target students specific needs
- Utilization of resources for every classroom
- Structured tutoring programs across all core subjects that occurs before, during and afterschool sessions. Saturday camps continuously support our students to work on meeting state standards.
- Implementing a Response to Intervention period by providing strategies for students.
- Professional Development to ensure high quality instruction through effective and appropriate opportunities to ensure a high impact on student growth. Train and implement the instructional methodologies to effectively support all students to include SPED, ELL, and migrant students.
- Through research based and best practices selected programs and instructional methods will be used providing differentiate approach for students to meet state standards. (Example: Imagine Math, Shmoop University, tutoring programs, and computer assisted programs by utilizing computer lab) effectively
- Guidance from counselors and presentations with opportunities to apply to real world experiences.
- Celebration and recognizing students for their academic achievement.
- Classroom libraries
- Attendance initiatives
- Leader in Me

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

Increased learning time has been a priority for AMS by streamlining and ensuring that targeted time and best used strategies are highly effective to ensure student success. Therefore, embedding a well rounded education into our campus courses, activities and/or programming in subjects is a priority, with the propose of providing all students access to an enriched curriculum and educational experience.

Our comprehensive plan that is described within our campus improvement plan on utilizing methods and instructional strategies to strengthen the academic programs, which would increase the amount and quality of learning time that is necessary to provide a well-rounded education.

Listed are several of courses, programs, activities that provide a well-rounded education:

- Building Citizenship through Leader-in-me program
- Fine Arts Theatre program- that perform throughout the year and participate competitively
- Medical Academy (6th and 7th grade levels)
- Courses in Sports medicine
- Courses in Algebra 1

- Upcoming courses in Algebra 2, High School Chemistry, and High School Physics.
- Schmoop
- SOAR transitional program- creating a smooth transition for students and families from 5th to 6th and 8th to 9th grade.
- New computer lab.
- Afterschool and Saturday Tutoring Program
- PLC efficacy
- Readworks
- Achieve 3000
- Imagine Math
- STEM scopes
- Z space enrichment for Gifted and Talented students
- Reading camp
- Positive Behavior Intervention Support (PBIS) by building capacity within our campus to implementing this approach with social, emotional and behavior support.
- Leader in me program is not about only improving test scores but by enlarge to provide opportunities for students to develop to their full potential. Focus in this program creates the 21st century learning opportunities through the following areas:

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

All students and subpopulation needs are addressed specifically through the Needs Assessments and within the strategies of the Campus improvement plan. AMS is focused on students priorities based on individual needs particularly for students that are at risk of not meeting the State Academic standards.

To meet student needs AMS focused on a variety of methods to address support, particularly for students that may be at risk of failing however not limited to only the following methods:

- Effective Professional Learning Communities (PLC's) that focus on student data that review, identify, analyze and plan a course of action for students identified as potentially who may not meet the state academic standards.
- Review, analyze and plan a course of action for students that have been retained
- Review, analyze and plan a course of action for students specifically that are at risk of failing for sub-populations: SPED, ELL, migrant
- Review, analyze and plan a course of action for students that have been identified as students that are in need for Response to Intervention (RTI).
- Create a plan for students that have already been retained by providing an accelerated intervention plan.
- Counseling for students that may be at risk of failing to provide additional support at school and home.
- Providing specific resources for students and teachers to utilize effectively for intervention at school and/or home.
- Personal graduation plans are to be completed with parental and student input.
- Computer labs are to be updated in allowing easy access for struggling students and providing support utilizing computer programs effectively to ensure student growth.

- Professional development and follow-up to trainings are detrimental for teacher and student success.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy is developed and created to illustrate how the school will implement the parent and family engagement program. The school parent and family engagement policy was jointly developed and agreed with parents. Agendas, minutes and sign in sheets are available as they completed this process, a listing of parent meetings throughout the year is uploaded and attached to our improvement plan which continuously get updated.

The parental involvement policy which is in English and Spanish were distributed to parents, families and our local community through the following methods:

- It was discussed during each parent and teacher conference
- Shared during every parent meeting and copies were provided and available.
- Pamphlets are available in the front office
- Pamphlets are available in the front reception area
- Pamphlets are available in the Parent Resource Center
- Policy is also located in the District website
- Pamphlets are available at the Fort Bliss office
- Pamphlets are available at Garrison commander's office.
- Pamphlets are available through a business owner within our community.

### **3.2: Offer flexible number of parent involvement meetings**

Jose Alderete Middle School (AMS) priorities and best practices are to provide opportunities to parents and families to be involved in their child's learning and achievement. It is important that parents to gain knowledge of What it means to be a Title 1 Part A school and the focus of family engagement that will build a positive bridge between the home and campus. Alderete Middle school ensures that all meetings, trainings and/or workshops are provided with flexible times to provide parents with opportunities to partake in their child's learning and well being in the school environment. Monthly Parent Advisory meetings are held with campus principal on a monthly basis with times that alternate from the mornings at 9:00 to the evenings at 5:30pm. All meetings are conducted in English and Spanish having a welcome environment to all parents at AMS.

Samples of meetings with agendas and minutes with parents will be uploaded into our CIP- see attached

Parent engagement priorities are as follows:

- Provide Parent Advisory Council (PAC) meetings on a monthly basis- times provided in A.M and P.M to ensure parent participation. Meetings held in English and Spanish.
- Inform parents annually in English and Spanish on the Title 1, Part A purpose and how these services will benefit their children and families. This informational session is provided during the day and evening.
- Pursuing in the formation of an active Parent Teacher Organization (PTO)group.
- Increasing the amount of parent volunteers.
- Open house every semester during the evening to inform and update parents on campus specifics.
- Ensure that we have parent participation in various school committees to include the campus improvement team (CIT) held monthly in the afternoon.
- AMS hosting English Language Learner (ELL) newcomer parent meetings throughout the year to inform parent of student success- scheduled at parents request.
- Utilize a new parent liaison to assist parent and teachers in facilitating parent workshops during the day and evening
- Academic nights are a priority for parents to participate in learning instructional strategies and methods that can be used effectively at home with their children to ensure support from school and home.
- Parent workshops and participation with activities.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Montoya	Library Aide	Title-I, Part A Improving Basic Programs	1
Diana Torres	Parent Liaison	Title-I, Part A Improving Basic Programs	1
Elizabeth Ochoa	Instructional Coach	Title I - Part A Improving Basic Program	1

## 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Janet Amador	Math Teacher
Classroom Teacher	Damom Zeller	Science Teacher
Classroom Teacher	Alejandra Pedraza de Martinez	Fine Arts Teacher
Classroom Teacher	Jesus Arvizuo	P.E. Teacher
Classroom Teacher	Francis Hayes	Social Studies Teacher
Classroom Teacher	Michelle Terrell	Special Education Teacher
Classroom Teacher	Erin Palmer	ELAR Teacher
Classroom Teacher	Yvonne Lugo	CTE Teacher
Paraprofessional	Jorge Valenzuela	LOTE representative/LPAC Clerk
Paraprofessional	Diana Torres	Parent Liaison
Administrator	Oscar Rico	Principal
District-level Professional	Marlenna Zimmerman	District Science Facilitator
Parent	Dina Madrid	Parent
Business Representative	Angelina Martinez	Business Rep

# Instructional Team Leaders

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Erin Palmer	ELAR Department Chair
Classroom Teacher	Yvonne Lugo	CTE Department Chair
Classroom Teacher	Sandra Guerrero	Science Department Chair
Classroom Teacher	Valente Hernandez	Social Studies Department Chair
Classroom Teacher	Alejandra Pedraza de Martinez	Fine Arts Department Chair
Classroom Teacher	Raquel Gonzalez	Math Department Chair
Classroom Teacher	Jordan Waltzer	SPED Department Chair
Classroom Teacher	Jesus Arvizuo	PE Department Chair