Canutillo Independent School District

Canutillo Middle School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies

Board Approval Date: September 24, 2019

Mission Statement

The faculty and staff of Canutillo Middle School will empower students to be the motivational force behind their own future success by modeling citizenship, leadership, and a desire for lifelong learning.

Vision

A culture of academic excellence built on collaborative leadership and innovative instruction at Canutillo Middle School will produce accomplished scholars and community leaders able to meet future challenges of an evolving global society.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

P O Box 100
Canutillo, TX 79835-0100
(915) 877-7900 Phone
(915) 877-7919 Fax

District Information
Offers the ASVAB test
Administration (2018 - 2019 Preliminary Fall PEIMS file loaded 11/05/2018)

Principal	Christopher Judge
Assistant Principal	Barbara Peterson and Patricia Cruz

School Population (2018 - 2019 Preliminary Fall PEIMS file loaded 11/05/2018)	Count	Percent
Student Total	657	100%
6th Grade	241	36.68%
7th Grade	219	33.33%
8th Grade	197	29.98%

Student Demographics (2018 - 2019 Preliminary Fall PEIMS file loaded 11/05/2018)	Count	Percent	Special Services (2018 - 2019 Preliminary Fall PEIMS file loaded 11/05/2018)	Count	Percent
Gender			**Top Primary Disabilities**		
Female	291	44.29%	Learning disability	45	55.00%
Male	366	55.71%	Autism	13	16.00%
			Other health impairment	9	11.00%
Ethnicity					
Hispanic-Latino	628	95.59%	Speech impairment	6	7.00%
			Instructional Settings		
Race					
American Indian - Alaskan Native	0	0.00%	Speech Therapy code (00)	6	7.41%
Asian	1	0.15%	Home-bound code (01)	0	0.00%
Black - African American	6	0.91%	Hospital Class code (02)	0	0.00%
Native Hawaiian - Pacific Islander	0	0.00%	Mainstream code (40)	12	14.81%
White	21	3.20%	Resource Room codes (41,42)	37	45.68%
Two-or-More	1	0.15%	VAC code (08)	0	2.00%
			Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
			State School code (30)	0	0.00%
			Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
			Self-Contained codes (43,44)	26	32.10%
			Full-Time Early Childhood code (45)	0	0.00%

Student by Program (2018 - 2019 Preliminary Fall PEIMS file loaded 11/05/2018)	Count	Percent	Other Student Information (2018 - 2019 Preliminary Fall PEIMS file loaded 11/05/2018)	Count	Percent
Bilingual	8	1.22%	At-Risk	364	55.40%
English as a Second Language (ESL)	154	23.44%	Economically Disadvantaged	408	62.10%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless(*Special Notes*)	0	0.00%
Free Lunch Participation	319	48.55%	Immigrant	4	0.61%
Reduced Lunch Participation	89	13.55%	Limited English Proficient (LEP)	172	26.18%
Other Economically Disadvantaged	0	0.00%	Migrant	16	2.44%
Gifted & Talented	84	12.79%	Military Connected	22	3.35%
Special Education (SPED)	81	12.33%	Foster Care	1	0.15%
Title 1 Participation	657	100.00%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	3	0.46%	Section 504 (11/05/2018)	54	8.22%
Homeless Statuses			Intervention Indicator	0	0.00%
Homeless Status Total	13	1.98%			
Shelter	2	0.30%			
Doubled Up	11	1.67%			
Unsheltered	0	0.00%			
Hotel/Motel	0	0.00%			

The student population is 0.91% African American, 3.20% White/Anglo, 0.15% Asian, 95.59% Hispanic/Latino, and 0.15% Two or more races. 55.71% Male to 44.29% Female ratio and economically disadvantaged students are 62.10%. The staff population 0.1%African American, 72.1% Hispanic/Latino, 22.9% White/Anglo, and 2.5% Two or more races.

Canutillo Middle School STEAM Academy have increased in enrollment for the 2018-19 school year, and are continuing to increase. In 2018-19 school our campus was at 585 students, we are expecting to be at 652+ students in 2019-2020. 364 Students are coded "At Risk."

Canutillo Middle School STEAM Academy serves 172 English Language Learner (LEP) students, 84 students in the Gifted and Talented program, 61 students served through special education services, 54 students identified for 504 services. It has not been determined the percentage of special education students testing the STAAR.

Despite the increase in these areas, the campus works with ALL students to assist to exit students to the mainstream. Areas that

need improvement are more materials and resources accessible to the inclusion teacher to serve these students. Even though data shows success, the campus would like to make sure the students' needs are met with high quality instruction.

Demographics Strengths

- Staff population coincides with student population.

- Attendance rate has increased. Higher attendance allows students more opportunities to participate in extracurricular and college and career readiness programs.

- 6th Grade Math and Reading Scores are increasing

- STEAM Academy is going in its 3rd year,

- CMS offers P-AP Algebra 1

- Students will be tested in TSI during 8th grade year for Dual Credit courses at the High School

- We as a campus have increased enrollment

- Despite increase in most subgroups as a campus we include all and assist to exit students (LEP, SPED, At Risk) to the mainstream population

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students and teachers need more access to a variety of technology, and training in the effective use of technology. **Root Cause**: Lack of funding and infrastructure

Problem Statement 2: Many students in the community are economically disadvantaged, lack emotional support, and lack parental support/presence. **Root Cause**: Funding needed for Instructional Coach to support student achievement in core content areas, along with continued support personnel, including parent liaison, at-risk coordinator, counselors, EL facilitator, and LEP tutors.

Problem Statement 3: Professional Development is needed to support increase in student population in SPED, EL, and 504. **Root Cause**: Increase in Special Populations and Boundary Changes

Problem Statement 4: Inclusion, 504 and EL classrooms are above 28 students and they are not conducive to learning. **Root Cause**: Lack of growth

mindset for higher education possibilities and no expectation set to enroll and complete courses

Problem Statement 5: Increase the scores of students taking TSI **Root Cause**: Preparation before the TSI tests should be improved using programs, college readiness through interventions

Problem Statement 6: More Materials/Resources accessible to the SPED department to include: inclusion, resource, LSC III, ISC, BIC **Root Cause**: Increase in our Special Population areas

Student Academic Achievement

Student Academic Achievement Summary

Campus Distinctions: CMS has remained a top ranked campus with a "B" rating of 85 and 6 academic distinctions. The school has taken steps towards improving PBL and STEAM initiatives.

STAAR Goal: STAAR data within the last 3 years has shown positive trends for grade 6-8 Math, grade 8 Social Studies, grade 8 Science and grade 8 Reading. Grades 6-7 Reading has been stable with little or no growth. However, we need to maintain our scores in these high need areas.

The positive trends can be attributed to the following: Response to Intervention (RtI) program has seen strong results in tested subjects and overall, SPED and LEP populations saw a positive increase in tested subjects; Strong teacher collaboration across the campus; Writing interventions by using the Writing Academy, AR program; and alignment within Math, ELAR, and Science departments when it comes to planning and lesson delivery and high academic rigor.

CMS will continue to focus on reaching high mastery levels and in our special populations. The following is the formative information gathered to assess our school's success: Science department has seen an increase in approaches by 9%, meets to 46% and mastery to 33% based on a strong PLC working together, Social Studies has seen a 15% jump from the previous year due to strong PLC and alignment of incorporating and bringing of GR8 TEKS, Electives have supported ALL core subjects by reading and writing in classrooms and using vocabulary across contents, ELAR has seen much success throughout the department in various tested areas. GR6 Reading had an increase of mastery levels by 3%; GR 7 had mastery levels increase by 10% and meets level by 9%; GR8 had mastery level increase by 16% and meets level increase by 9%; GR8 has had 88%-90% in last 2 years. ELAR credits their success to a strong, supportive PLC, Math has seen solid performance numbers in approaches, meets and mastery levels based on consistency within their department such as all have similar expectations from GR6 to Algebra I, and within the Math department the use of a true Co-Teach model is evident.

Student Academic Achievement Strengths

- Response to Intervention(RtI) program has seen strong results in tested subjects. As a result SPED and LEP populations saw a positive increase in tested subjects.

- Math and ELAR interventions within Mentoring Minds program have seen positive results.

- Strong teacher collaboration across the campus.

- Writing interventions with the 11-minute essay, UTEP workshops

- Project Based Learning across contents

- Alignment within Math, ELAR, and Science departments when it comes to planning and lesson delivery.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: CMSSA is requesting an RTI teacher to better serve our Tier 2 and 3 students to better support in ELAR/Reading **Root Cause**: Students did not perform well in Reading and Writing, now we are needing to have interventions in place to support the needs of the students.

Problem Statement 2: Class sizes need to be smaller for Core areas to assure ALL student needs are met **Root Cause**: Increase in student enrollment

Problem Statement 3: Teachers need training for PBL that is specific to their content and how it is geared toward PBL components **Root Cause**: ALL content areas need more specific training to provide instruction and resources that support the PBL initiative that are specific to their area of study

Problem Statement 4: PLTW needs appropriate supplies and resources for the campus to move forward as a STEAM Academy **Root Cause**: Not all students are able to participate fully in projects due to lack of supplies

Problem Statement 5: Time for curriculum lesson planning to create lessons and assessments for MMs and RTI **Root Cause**: Limited time during the school year

Problem Statement 6: Technology is going out in the classroom such as Elmo's, projectors, and computers **Root Cause**: Technology has not been updated

Problem Statement 7: We are needing additional elective teachers for core content areas and STEAM programs. **Root Cause**: We are a whole school STEAM Academy and due having a double block schedule it's difficult to balance classes because of the increase in enrollment.

School Processes & Programs

School Processes & Programs Summary

According to district policy and Canutillo Middle School, we make decisions based on demographics and the needs of our population. We involve staff, community, district, as well as students in our decision - making process. This process is done continually throughout the school year as new needs surface. Through the CIC committee, the campus needs assessment committee, campus emergency plan, the student leadership committee, PLCs, faculty meetings, professional development and an open door policy among others, needs are presented and addressed in regards to processes and programs.

As a campus, Canutillo Middle School has continued to provide all learners with a rigorous 21st century learning experience by integrating Science, Technology, Engineering, Arts, and Math (STEAM) into a hands-on learning approach. At CMS the faculty and staff are preparing students to be successful in the real world by implementing STEAM initiatives which supports the instructional program where students apply their learning to real-world contexts within the framework of Project/Problem-Based Learning (PBL) experience. Project Based Learning is a common practice across all contents and has proven to have a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving. Writing across ALL contents could be seen on a daily basis at CMS through quick writes, journal writing, note taking, research projects, and real world writing. Finally, in order to reach all our students, the Response to Intervention(RtI) program has seen strong results in tested subjects by having a team of faculty members come together every 9-weeks to review student data and determine best practices to improve student learning. As a result of implementation our SPED and LEP populations have had positive increase in tested subjects. CMS is building momentum in the right direction with many campus initiatives in order to boost student performance. We continue to grow and develop new methods of teaching to reach all our students.

CMS Campus and District Guarantees:

TEKS RS, Eduphoria (Aware & Forethought), & Data Profiles.

TEKS RS Common Assessments & Eduphoria Common Assessments.

Vocabulary Development and Proficiency Scales.

Eduphoria Aware Data - going deeper and PLC best practice.

School Processes & Programs Strengths

1.

   1. PLCs - The common PLC planning time allows from inter/interdepartmental collaboration on a regular basis. It also allows for professional development opportunities.

2. The availability of the Google Suite has opened more opportunities for integration of technology and higher student engagement.

3. The diversity in our specialized programs such as, robotics, green architecture, and sports to name a few, enhance our overall student engagement.

4. Growth continues in the STEAM program. CMS STEAM Academy is providing a good online example that other pathways should emulate.

5. STEAM academy initiatives which supports the instructional program where students apply their learning to real-world contexts within the framework of Project/Problem-Based Learning (PBL) experiences

6. Writing across ALL contents through quick writes, journal writing, note taking, research projects, and real world writing has contributed to student growth

7. Project Based Learning across contents has had a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving

8. Response to Intervention(RtI) program has seen strong results in tested subjects. As a result SPED and LEP populations saw a positive increase in tested subjects.

9. Accelerated Reader (AR) is used with fidelity within the ELAR department.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In order to enrich and extend learning, access to reliable internet and internet sources is required. **Root Cause**: CISD internet structure is unreliable and student are unable to access wifi. Too many limits on students and teachers with inability to accommodate personal devices.

Problem Statement 2: Outdated technology for students and staff; such as, hardware and software. **Root Cause**: Allocation of funding

Problem Statement 3: There are a wide variety of student pathways at the High School, for future success but students are choosing these long-term pathways with little information. **Root Cause**: Lack of student and parent access to inform students of all options before choosing long-term options.

Problem Statement 4: Departments need a fully stocked set of 30 chrome books **Root Cause**: Departments need access to their own chrome books to further PBLs in classrooms.

Problem Statement 5: STEAM (PLTW) program lacks materials/resources **Root Cause**: Program is very expensive and materials need to be purchased

Problem Statement 6: There is not a clear pathway of STEAM, from the Middle School to High School ie... Engineering, Cybersecurity, and Biomedical

not consistent with the MS. **Root Cause**: Need CTE STEM elective teachers at the Middle School to support the true STEM and STEAM pathway

Problem Statement 7: Mentoring Minds needs to have a specialized curriculum withing Science and Social Studies departments, thus curriculum planning is needed. **Root Cause**: Curriculum is not in place to push students to mastery levels

Perceptions

Perceptions Summary

At Canutillo Middle School STEAM Academy, we believe in a culture of excellence, transparency and high expectations. In keeping with our CNA and CIP and from 2018-2019, our teachers are involved in planning, implementing and re-evaluating programs. During PLC time core teachers discuss methods, strategies to remain at a rigorous level to maintain the high expectations that are the culture and foundation of CMS. CTE career pathways for students are also offered. CMS stakeholders have met with the Principal at different school functions, meetings, and events. We also have parent-teacher conferences, parent-portal, and e-mail communication CMS uses the "All Call" system for communicating important information, reaching all parents in our community. Our focus to continue the district "A" rating strategic methodology and mindset from all stakeholders.

Canutillo Middle School is moving in the right direction as it continues to build a strong campus culture. The strength at CMS lies in the fidelity of the PBIS committee, a strong partnership with the Parent Teacher Organization (PTO), building leadership capacity with the 6th graders, and a strong counseling department. The PBIS committee is very involved in creating a positive culture at CMS. PBIS is involved with various incentives across the school such as, students are recognized for show good character, GRIT, grades, behavior and other qualities by teachers. Those students are then referred to the principal for a positive referral. The Parent Teacher Organization is the backbone of the campus. This organization provides students with various opportunities to be successful. The PTO provides incentives and rewards for the students at various times in the school year. They are also very involved in working with our teachers and staff at various capacities on a daily basis such as decorating the hallways with student work and help monitor the school whether its during transition or at the end of day with traffic and cross guard duty. Our 6th graders are not bystanders by any means. They are not waiting to become 7th graders to participate in sports and other activities. This grade level has high participation in Attendance, Academic UIL events, OKEs, STUCO, and NJHS. Finally, the counseling department makes a direct point of contact with every single disciplinary ISS referral. Counseling is provided to all students who are referred to ISS and/or DAEP. Counseling is provided at various times to bridge our student's understanding of their choices. Besides disciplinary involvement, our counselor is very proactive in reaching our students at various times such as taking the lead to educate our students with bullying. It takes a village to run CMS and there's an incredible one here.

Perceptions Strengths

- CMS has an extremely diverse population in all areas of special programs; regardless, CHS has continued to perform and excel while being competitive with our neighboring school districts in curricula and non curricular areas.

- CMS offers quality academic and non-academic programs; our focus continues to maintain an "A" score.

- CMS has highly qualified teachers to include, with at least 70% have more than 5 years of teaching experience.

- CMS has policies and safety procedures in place that provides our study body to feel safe at school.

- PBIS: This committee is very involved in creating a positive culture at CMS. PBIS is involved with various incentives across the school such as, students are recognized for show good character, GRIT, grades, behavior and other qualities by teachers. Those students are then referred to the principal for a positive referral.

- Attendance: CMS is very competitive with attendance. Overall, students are coming to school almost at a 97% rate.

- Parent Teacher Organization/Parent Liaison: Parents are the backbone to the campus. This organization provides students with various opportunities to be successful. PTO provides incentives and rewards for the students at various times. They are also very involved in working with our teachers and staff at various capacities on a daily basis.

- 6th grade involvement: 6th graders are not bystanders as they are not waiting to become 7th graders to participate. Grade level has high involvement in UIL, OKEs, STUCO, NJHS…

- Counselor Involvement: Counselor makes a point of contact with every single ISS referral. Counseling is provided to all students who are referred to ISS. Besides disciplinary involvement, our counselor is very proactive in reaching our students at various times such as taking the lead to educate our students with bullying.

- DAEP Transition: Students returning from DAEP are transitioned back into the regular setting by having strong support from a counselor. Students are provided with a couple of days to transition into the mainstream setting at CMS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Technology infrastructure is outdated as per teacher inquiry **Root Cause**: Allocation of funds

Problem Statement 2: Program support consistency cross training not implemented **Root Cause**: Single person involved at the management level

Problem Statement 3: Communication and awareness for teachers and staff during emergency situations. **Root Cause**: Lack of variety communication means

Problem Statement 4: responsible teachers are overwhelmed with extra duties: roster shows same teachers volunteering to be sponsors and have extra duties **Root Cause**: Responsible teachers are few in numbers - others are not held to the same standard/expectations

Priority Problem Statements

Problem Statement 1: Students and teachers need more access to a variety of technology, and training in the effective use of technology.

Root Cause 1: Lack of funding and infrastructure

Problem Statement 1 Areas: Demographics

Problem Statement 2: Professional Development is needed to support increase in student population in SPED, EL, and 504.

Root Cause 2: Increase in Special Populations and Boundary Changes

Problem Statement 2 Areas: Demographics

Problem Statement 3: Inclusion, 504 and EL classrooms are above 28 students and they are not conducive to learning.

Root Cause 3: Lack of growth mindset for higher education possibilities and no expectation set to enroll and complete courses

Problem Statement 3 Areas: Demographics

Problem Statement 4: Many students in the community are economically disadvantaged, lack emotional support, and lack parental support/presence.

Root Cause 4: Funding needed for Instructional Coach to support student achievement in core content areas, along with continued support personnel, including parent liaison, at-risk coordinator, counselors, EL facilitator, and LEP tutors.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Increase the scores of students taking TSI

Root Cause 5: Preparation before the TSI tests should be improved using programs, college readiness through interventions

Problem Statement 5 Areas: Demographics

Problem Statement 6: More Materials/Resources accessible to the SPED department to include: inclusion, resource, LSC III, ISC, BIC

Root Cause 6: Increase in our Special Population areas

Problem Statement 6 Areas: Demographics

Problem Statement 7: CMSSA is requesting an RTI teacher to better serve our Tier 2 and 3 students to better support in ELAR/Reading

Root Cause 7: Students did not perform well in Reading and Writing, now we are needing to have interventions in place to support the needs of the students.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: Class sizes need to be smaller for Core areas to assure ALL student needs are met

Root Cause 8: Increase in student enrollment

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: Teachers need training for PBL that is specific to their content and how it is geared toward PBL components

Root Cause 9: ALL content areas need more specific training to provide instruction and resources that support the PBL initiative that are specific to their area of study

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: PLTW needs appropriate supplies and resources for the campus to move forward as a STEAM Academy

Root Cause 10: Not all students are able to participate fully in projects due to lack of supplies

Problem Statement 10 Areas: Student Academic Achievement

Problem Statement 11: Time for curriculum lesson planning to create lessons and assessments for MMs and RTI

Root Cause 11: Limited time during the school year

Problem Statement 11 Areas: Student Academic Achievement

Problem Statement 12: Technology is going out in the classroom such as Elmo's, projectors, and computers

Root Cause 12: Technology has not been updated

Problem Statement 12 Areas: Student Academic Achievement

Problem Statement 13: We are needing additional elective teachers for core content areas and STEAM programs.

Root Cause 13: We are a whole school STEAM Academy and due having a double block schedule it's difficult to balance classes because of the increase in enrollment.

Problem Statement 13 Areas: Student Academic Achievement

Problem Statement 14: In order to enrich and extend learning, access to reliable internet and internet sources is required.

Root Cause 14: CISD internet structure is unreliable and student are unable to access wifi. Too many limits on students and teachers with inability to accommodate personal devices.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Outdated technology for students and staff; such as, hardware and software.

Root Cause 15: Allocation of funding

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: There are a wide variety of student pathways at the High School, for future success but students are choosing these long-term pathways with little information.

Root Cause 16: Lack of student and parent access to inform students of all options before choosing long-term options.

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: Departments need a fully stocked set of 30 chrome books

Root Cause 17: Departments need access to their own chrome books to further PBLs in classrooms.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: STEAM (PLTW) program lacks materials/resources

Root Cause 18: Program is very expensive and materials need to be purchased

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 19: There is not a clear pathway of STEAM, from the Middle School to High School ie... Engineering, Cybersecurity, and Biomedical not consistent with the MS.

Root Cause 19: Need CTE STEM elective teachers at the Middle School to support the true STEM and STEAM pathway

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 20: Mentoring Minds needs to have a specialized curriculum withing Science and Social Studies departments, thus curriculum planning is needed.

Root Cause 20: Curriculum is not in place to push students to mastery levels

Problem Statement 20 Areas: School Processes & Programs

Problem Statement 21: Technology infrastructure is outdated as per teacher inquiry

Root Cause 21: Allocation of funds

Problem Statement 21 Areas: Perceptions

Problem Statement 22: Program support consistency cross training not implemented

Root Cause 22: Single person involved at the management level

Problem Statement 22 Areas: Perceptions

Problem Statement 23: Communication and awareness for teachers and staff during emergency situations.

Root Cause 23: Lack of variety communication means

Problem Statement 23 Areas: Perceptions

Problem Statement 24: responsible teachers are overwhelmed with extra duties: roster shows same teachers volunteering to be sponsors and have extra duties

Root Cause 24: Responsible teachers are few in numbers - others are not held to the same standard/expectations

Problem Statement 24 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

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: By May of 2020 all campuses and district will receive Emergency Operation Planning (EOP) training covering all areas of emergency protocol, with an emphasis on reunification and PBIS.- Canutillo Middle School Steam Academy (CMSSA) will continue its' monthly routine emergency procedures, fire drills, lock-downs, etc..

Evaluation Data Source(s) 1: Campus Emergency Operation Plan

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CISD Central Office and CMSSA will provide and work in collaboration with CISD Police Department in providing training videos / and provide scenarios to better equip our campus and stakeholders of emergency situations.	3.1, 3.2	Principal Assistant Principal CISD PD	This process will help ensure that the CMS is prepared for any emergency.				
2) CMSSA will support the Tier 2 (targeted group support for SOME students), and Tier 3 (individual support for a FEW students) systems that improve results in their lifestyle(personal, health, social, family, work, recreation) by making problem behavior less effective, and relevant, and desired behavior more functional.		Admin PBIS Committee	Provide support and opportunities for good choices among our students.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) School will conduct unannounced fire drills once a month. Every semester the school will conduct a lock down drill with the assistance of local law enforcement.		Principal, Assistant Principal, Nurse, and Counselors	Monitor the time the school is evacuated by comparing times every month. This process will help ensure that the school is prepared for any emergency.				

100% = Accomplished   → = Continue/Modify   0% = 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 2: During the year of 19-20 school year, CISD will increase 10% its use of technology for security prevention by taking a proactive role in updating surveillance security system, cameras, alarms access control, emergency application and anonymous alert.

Evaluation Data Source(s) 2: District IT Data and support

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CISD IT Department will work closely with CMSSA to updating the security systems and cameras throughout the school.		Administration CISD Police Department District IT	To ensure safety and security for our students				
100% = Accomplished	→ = Continue/Modify	0% = 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: By May of 2020, the campus with the assistance of the district will create and design traffic control procedures to educate, enforce and evaluate for all campuses to ensure student safety.

Evaluation Data Source(s) 3: Student Support/Police Department

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Due to a rural road CMSSA is adding cross walks, however we now need crosswalk guards to be properly trained to protect and guide our students across high traffic roads before school and after school.	3.1, 3.2	CISD Police Parents	To increase safety and security of our students				

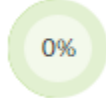|				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

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: Canutillo Middle School Steam Academy (CMSSA) will create and develop a plan to promote a positive culture through character building training's for ALL employees (top to bottom) utilizing Positive Behavior Interventions Supports (PBIS) and other instruments to measure effectiveness.

Evaluation Data Source(s) 4: List of Programs

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CMSSA will provide presentations and training to include -No Place for Hate Program - Anti Gang Presentation -Drug & Alcohol Awareness -Character Development Presentation -Local Law Enforcement Agencies Presentation and Cyber Bullying		Counselors, SRO, PBIS Committee	Reduced amount of Referrals, off campus DAEP placements, Verified incidents of bullying after investigation.				
2) CMSSA will provide a campus wide Positive Behavior Interventions and Supports program to include Universal Expectations and reflections. Core Values: Safety, Respect, Responsibility		PBIS Committee, Principal, Assistant Principal	Students recognized for positive behavior. Reduced referrals, increase instructional time, improve positive student-adult relationships. Improve parental involvement.				

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

Goal 2: Increase Student Academic Achievement

Performance Objective 1: By May 2020, student's Master's Reading score for grades 6-8 STAAR will improve from 17% to 19%. Students Masters Writing in 7th grade score for grades 7, STAAR will improve from 12% to 14%. Student Masters in Math, for grades 6-8 STAAR and Algebra 1 EOC will improve from 24% to 26%.

Evaluation Data Source(s) 1: STAAR, TELPAS results, Common Assessment, STAAR Ready

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Follow the non-negotiable (YAG-OMATIC, YAG, VAD, IFD, common assessments) of the Canutillo Independent School District curriculum for grades 6-8 in order to ensure vertical and horizontal alignment.	2.4, 2.5, 2.6	Principal, Assistant Principal, Department Heads, Teachers	Teachers using PLC time to discuss common assessments, share and review data from eduphoria and TEKS resource center.				
2) Administer common assessments STAAR-mock tests, analyze data and results. Disaggregate data for all accountability populations to identify performance gaps.	2.4, 2.5, 2.6	Principal, Assistant Principal, Department Heads, Teachers	Teachers using PLC time to discuss common assessments, share and review data.				
Targeted Support Strategy 3) Provide tutorials and tutors for all students in need of assistance in the tested subject areas before school, during the school day, after school, Saturdays, and Summer School.	2.5, 2.6	All Core teachers, instructional Coach, counselors	Measure student academic growth. evaluate every 3 wks. Counselors meet with students every 6 weeks .				
4) Ensure that one teacher from each core subject attend summer Pre-AP institutes to teach Pre-AP strategies and Pre-AP classes	2.4, 2.5	Principal, Assistant Principal, Instructional Coach, Department Head, Teachers	To increase student performance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 2: Increase Student Academic Achievement

Performance Objective 2: In the 2019-20 school year, CMSSA will provide training, instructional resources and tutors to support English Language Learner (ELL), SPED, At- Risk , and 504 students to support the Closing the Gap Performance by 5%. There will be an increase progress measures for ELL (53%-56%) and SPED (5%-8%). ELL students will improve a rating by 3% on speaking, listening, writing.

Evaluation Data Source(s) 2: STAAR results

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide extended year program services for students at-risk of being retained in grades 6-8.	2.5, 2.6	Principal, Assistant Principal, Instructional Coach, Counselors	Reduce the amount of students attending summer school and State Assessment retakes.				
2) CMSSA teachers will monitor progress (looking at data) of ALL students/at-risk students. Provide tutorials before school, during school day, after school and Saturdays to include transportation. Review of data will determine RTI classes or Mentoring Minds. Tutorials are also to include STAAR Prep.	2.5, 2.6	Instructional Coach, Teachers, paraprofessionals.	Reduce the amount of students attending summer school and State Assessment retakes.				
Comprehensive Support Strategy **Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 3) Canutillo Middle School STEAM Academy will provide specialized support for a RTI teacher in ELAR /Social Studies, to support our Tier 2 and 3 students.	2.5, 2.6	Principal Assistant Principal Instructional Coach	Allows the students to have a strategic goal specific areas to improve skills.				
	Problem Statements: Student Academic Achievement 1						
4) CMSSA Teachers, staff, and admin will attend training applicable to their content area of instruction. (Fundamental 5, PLC, Writing Academy, Google Classroom, TEKS Resource, Kagan, STEAM, Advanced Academics, ESL Certification, and TELPAS)	2.5	Principal, AP's, IC's, Dept Chairs	Increase classroom effectiveness				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) The Campus, C&I Department will provide faculty training on Planning, Instruction, Student Outcomes, SIOP, vocabulary strategies, writing across curriculum and other Professional areas.	2.5	Principal	To increase student performance				
6) Provide EL and other At Risk students technology by integrating use in core to increase their listening, speaking, and writing skills via campus project based learning (PBL) activities and STEAM . Teachers will be able to differentiate instruction by embedding supports via Google classroom.	2.4, 2.5	All Core teachers, instructional Coach, counselors	Students will be evaluated every three weeks to measure academic growth.				
7) CMSSA with specialized support the Instructional Coach will assist in increasing student success, and provide support to teachers in their use of a variety of instructional strategies.	2.5	Principal	Increase teacher's pedagogy and student performance				
8) Training for Special Education teachers and staff will take place for test placement. Placement meetings will be held well in advance of any STAAR test administration; including Online support.		Principal, Sped Teachers, Diagnostician, AP's	Increase student performance through preparation.				
9) CMSSA will promote, develop, and incorporate 2 monthly in-house (total 20) and 2 yearly outside opportunities for staff and faculty development in areas of SPED, ELL, 504, AP, STEAM, PBL, and Fundamental 5 throughout the school year.		IC, ADMIN	Increase in STAAR score, AP scores, Advanced level performance				
10) Review current data with RTI Team to develop a comprehensive plan for students who are identified as high achieving per any tested subjects and/or STAAR tests. Those students will be placed in enrichment classes called Mentoring Minds based on their area of strength (s). Teachers will use Project Based Learning to challenge students to use higher critical thinking skills.	2.5	Principal, Assistant Principal, Counselors, Instructional Coach, and RTI team.	Increase student performance will use PBLs to help move students from Meets to Mastery levels or stay in Mastery level.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
11) CMSSA Will research on best practices for reading programs such as Shmmop, Achieve 3000, etc... and other Reading/Writing Programs to increase the fluency of the students.	2.4, 2.5	Teachers Admin IC	Increase student performance				

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

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: CMSSA is requesting an RTI teacher to better serve our Tier 2 and 3 students to better support in ELAR/Reading **Root Cause 1**: Students did not perform well in Reading and Writing, now we are needing to have interventions in place to support the needs of the students.

Goal 2: Increase Student Academic Achievement

Performance Objective 3: In 2019-2020 school year, CMS will support the academic achievement of Special Education (SPED) students by providing 100% of teachers with instructional training in order to increase SPED student performance, while increasing the Approaches and Meets category for STAAR 6th Reading, 6th Math, 7th Reading, and 8th Reading

Evaluation Data Source(s) 3: Sign in sheets/ Agendas/ lists of training and PLC sessions

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide research based professional development on techniques and instructional strategies for teachers who have students in Special Education, Inclusion, ELL and At-Risk.	2.4, 2.5	Principal, Assistant Principal Instructional Coach.	Provides intensive writing strategies, so they may differentiate instruction.				
2) Teachers will receive inclusion training by Region 19.	2.5	Principal, AP's	Increase Teachers Pedagogy when working with students in SPED.				
3) All SPED students will be provided with resources (ESPIRE), tutoring, personnel support and technology including, COWs, Chromebooks, and calculators.	2.4, 2.6	CHS Admin Instructional Coaches Testing Coordinator SPED Monitor	Increase Student performance				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 2: Increase Student Academic Achievement

Performance Objective 4: At the beginning of the 2019-20 school year, CMS staff and Instructional Coach will monitor 100% of the students identified as needing Response To Intervention (RTI) and conduct follow-up meetings every 6 weeks to ensure student academic success.

Evaluation Data Source(s) 4: Scheduled RTI meetings throughout the year

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Monitor students every 3 weeks who have been retained, failed 2 or more core subjects, failed previous years STAAR test		Instructional Coach, Counselors, Teachers	Increase student performance				
2) Provide training on Tier I classroom instructional strategies to all staff.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Increase student performance				
3) Implement Tier II and Tier III classroom instructional strategies for all RTI identified students.	2.4, 2.6	Administration, Instructional Coach	Increase student performance				
Additional Targeted Support Strategy 4) Provide Instructional Resources to assist TIER 2 and Tier 3 RTI students in both English and Math.		TALON (RTI) Team	Students exit RTI classes.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 2: Increase Student Academic Achievement

Performance Objective 5: In the school year 2019-20, 85% of English Language Learners (ELL) and immigrant students will advance one level of English according to the STAR Renaissance and/or TELPAS. The district's ESTAR assessment will increase by 5% from the previous school year.

Evaluation Data Source(s) 5: Results of ESTAR and STAR Renaissance and TELPAS

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RTI focus for newcomer 1-3 year in the US) students in language acquisition. Will provide support through RTI Language acquisition class every other day for the entire year.	2.6	ELAR RTI Teacher, IC, RTI Committee members	Students will develop a better understanding of the English language.				
2) RTI focus for ELL students that have been coded ELL for more than 5 years (lifers). Provide support in developing reading and math comprehension skills, to relearn skills they lack from previous grade levels, use of academic strategies for completing tasks and assignments.		RTI Teacher, RTI committee, LPAC committee	Increase on acquiring second language for our ELL students				
TEA Priorities Build a foundation of reading and math 3) ELL students struggling in Math or Reading will be placed in Mentoring Minds RTI class 35 minutes daily.	2.6	RTI Teacher, RTI committee, LPAC committee	Students will develop missing academic skills necessary for classroom and STAAR success.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 2: Increase Student Academic Achievement

Performance Objective 6: By the 2019-20 school year, the gaps in STAAR performance between ELL and non ELL students will be reduced by 15% percentage points in all tested subject areas

> **Evaluation Data Source(s) 6:** STAAR results
> TAPR results
>
> **Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide supplemental support, instructional materials, resources and support to assist all ELL students in all mainstreamed courses		Principal, Assistant Principal, Instructional Coach, teachers, ESL paraprofessional, LPAC committee.	Increase student performance				
2) Academic Tutor from ALS, Migrant, and CMS will be assigned to assist struggling students with reading, math, science, and social studies classrooms.		Administrator	Ensure that students understood concepts. Reteach missed concepts, assist with completion of tasks, chunk lesson etc.				

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

Goal 2: Increase Student Academic Achievement

Performance Objective 7: CMSSA will ensure that 100% of students have access to appropriate instructional classroom resources, materials, and support in order to be successful in all content areas during the 19-20 school year.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will have access to necessary technology such as COWS (computers on wheels), lap tops, Ipads, graphing calculators, and any other identified technology in order to facilitate the use of on-line software programs in class on a regular basis.	2.5, 2.6	Assistant Principal IC Librarian	To enhance student use of technology as a tool for learning.				
2) The CMSSA library will house an adequate number of at-risk reading titles and reading levels to ensure students identified as at-risk with below grade level reading ability, will have access to appropriate materials for academic success.	2.5	Librarian, APs	Increase student performance				
3) CMSSA will purchase necessary supplemental materials for each Core Content programs such as technology, reading materials, news, maps, batteries, Jarrett books, EOC prep books, and other materials to support struggling students .	2.5	Department Chairs, AP's, Principal, Business Agent	Increase student performance				
4) CMSSA counselors will hold informational college readiness sessions for 8th graders pertaining to TSI, time-lines, admissions, and financing.	3.1, 3.2	Counselors	Increase student participation and preparation				
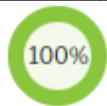
100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 8: By the end of the 19-20 school year, CMSSA will have a minimum of 8 events to celebrate all students' for their success.

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CMSSA will hold events during and outside of the school day to celebrate student success; such as recitals, STEAM Fairs, pep rallies, academic banquets, honor roll recognition, attendance recognition, club honor assemblies, and other events as identified.	3.1, 3.2	Principal, AP's, IC's	Increase student motivation and have a positive culture				

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

Goal 2: Increase Student Academic Achievement

Performance Objective 9: In the 2019-2020 school year, CMS students and parents will participate in at least six campus wide college/career awareness and Military Ready activities to promote interest in post secondary education.

Evaluation Data Source(s) 9: Parent Sign in sheets/ Schedules &/or flyers of college/career activities for 19-20
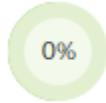
Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Presentations and Training's that will provide students with opportunities to acquire knowledge on different community colleges, universities, trade schools and careers.		Counselors, Instructional coach, Teachers	Will prepare our students for the future.				
2) Students will receive information that pertains to programs that will enhance their learning and desire to seek a post secondary education.		Counselors, Instructional coach, Teachers	Prepare students for their future				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 2: Increase Student Academic Achievement

Performance Objective 10: By June 2020, CMSSA teachers will have gain expertise in using Texas Teachers Evaluation and Support System (TTESS) and student learning objective (SLOs) to provide professional development to increase pedagogy in the areas of investigations, open-ended inquiry and authentic, real world problems

Evaluation Data Source(s) 10: TTESS PD from C&I and HR
Campus Admin communication to teachers and Goal Setting Meetings.

Summative Evaluation 10:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CMSSA teachers will receive PD on TTESS and SLOs so they can have a clear focus on the expectations of the classroom and for proficiency, accomplished or a distinguished teacher	2.5	Principal Assistant Principal	Increase teachers pedagogy.				
2) C&I will provide PD to teachers about the district guarantees to CMSSA to 100% of the teachers.	2.5, 2.6	Principal C&I	Clear communication on expectations, increasing student performance				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 2: Increase Student Academic Achievement

Performance Objective 11: By May 2020, CISD will provide professional development for all district employees on teaching and learning, using technology, social emotional skills, and customer service towards CISD students

> **Evaluation Data Source(s) 11:** PBIS Documentation, technology inventory and parent communication

> **Summative Evaluation 11:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Model proficient use of technology in daily work in communications, presentations, on line collaborations and student centered projects		Principal, Assistant Principal, Instructional Coach	Increase effective use of technology				
2) Provide hands on staff development with new technology peripherals and ways to integrate into student lessons		Principal, Assistant Principal, Instructional Coach	Increase student performance with effective use of technology				
3) Purchase various technology peripherals for access to all students/teachers		Principal, Assistant Principal, Instructional Coach	Increase student performance				
100% = Accomplished → = Continue/Modify 0% = 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 1: In 2019-2020 school year, CMSSA will provide a safe environment by maintaining or increasing 1% utilizing the new PBIS measurement tool . While also providing professional development opportunities to support classroom teachers that focus on building relationships and effective classroom management strategies to include bullying prevention framework.

    Evaluation Data Source(s) 1: Student support Services, Campus data and Associate Superintendent.

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CMSSA will hold a minimum of 3 "No Place For Hate" activities.	2.5, 3.1	Counselors Assistant Principal	To promote and improve awareness and tolerance in support of anti-bullying and acceptance of a diverse population.				
2) Bully prevention strategies will be used, such as peer mediation, no contact contracts, PBIS student reflections, and library cyber bullying training.		Principal, Intervention Specialist, Counselors, APs	Bullying prevention will decrease by 10% reported incidents.				
3) All of CMS teachers will complete training and prevention strategy training.		Principal, Assistant Principals	For teachers to accurately identify and report bullying in accordance with David's Law-- SB 179.				
4) CMSSA, in coordination with the Student Council, will hold motivational assemblies, pep rallies, and other opportunities.		Administrators	For students to participate in activities outside of the classroom that build character and school pride.				
100% = Accomplished → = Continue/Modify 0% = 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 2: In the school year 2019-20, 100% of CMS faculty and staff will continue to promote the PBIS Discipline program to reduce discipline action plans by 15% from 65 to 55 referrals.

Evaluation Data Source(s) 2: Final results based on number of discipline action plans for 18-19

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a framework (School Wide Positive Behavior Intervention Support) for establishing the social culture and behavioral supports through training's and/or meetings .	2.4, 2.5	Assistant Principal, PBSI committee	To be an effective learning environment for all students and reduce in discipline referrals.				
2) Provide a comprehensive lesson plan at the beginning of the year during Mentoring Minds advisory on the Eagle Eyes (Safety, Respect, Responsibilities and Academics).		Assistant Principal, PBSI committee	Provide safe, responsibilities, academic and secure environment as teachers provide different activities incorporated into daily lessons				
3) Disaggregate data of discipline referrals to identify unsafe and/or problem areas within the school and the frequencies of different behaviors.		Assistant Principal, PBSI committee	Ensure student safety and increase student pride				
4) PBIS team will implement the PBIS model including: meeting on a monthly basis (minimum) to conduct needs assessments, analyze data, identify and target campus needs through the implementation of evidence-based practices.	2.5	Assistant Principal	Increase a positive culture.				
5) In collaboration with CMSSA, the CISD Student Support Department, will implement a science based substance abuse and violence prevention curriculum to educate students in grades: 6th, 7th and 8th.		Principal, SHAC, Health Teacher	Increase student awareness				
6) Through the Student Support Department, CMSSA parents will be educated on substance abuse and violence prevention at parent meetings or events.	3.1, 3.2	Principal, SHAC, Health Teacher	Increase awareness				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = 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: In the 2019-20 school year, the total number of professional staff absences will decrease from its current rate of 3.5% personal leave absences to 3% and the current rate of 6% duty-related absences to 5%.

    Evaluation Data Source(s) 3: Staff Absences Report for 18-19

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) CMS teacher attendance for each department will be reviewed at the end of each six weeks period and average perfect attendance between 95%-100% will be eligible for incentives.		Principal and Office manager	Increase teacher attendance				
100% = Accomplished → = Continue/Modify 0% = 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: CMS will improve student attendance rate from 96.25% to 96.6% for the 2019-2020 School year.

Evaluation Data Source(s) 4: Attendance Reports

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide incentives for perfect attendance every six weeks. Students will be provided with free dress days when they spell out "Canutillo." Each day each grade level that earns a 97% will receive a letter.		Attendance Clerk, Principal, and Assistant Principal	Increased attendance rates per six weeks.				
2) Students who violate the attendance law will be sent letters and home visits will be conducted.	3.1	AP's	Increase student attendance				
3) CMSSA Counselors will support the Social and Emotional needs of our students, which would increase there chances of attending school every day.	3.1, 3.2	Counselors Admin	Increase attendance				

100% = Accomplished	→ = Continue/Modify	0% = 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 5: In order to facilitate a smooth 6th grade student transition from elementary to high school, CMSSA will hire staff, develop, and host a camp during the summer 2020 school year and increase participation by 5% each year.

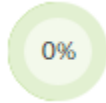**Evaluation Data Source(s) 5:**

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CMSSA will hold an incoming 6th grade transition camp during the summer .	3.2	Principal, AP's	To help acclimate our students with campus culture, teachers, student mentors, and counselors. In order to foster a sense of belonging.				
2) CMSSA will hold campus transition visits for all incoming 6th grade students during their 5th grade year to familiarize students with the CMSSA campus.		Counselors, AP's, Principal, CTE teachers	Prepare 5th grade students for Middle school				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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

Performance Objective 1: By May 2020, CMSSA will increase parent engagement and parent leadership through active participation in decision making committees (LPAC, CIC, CNA, CIP, Program Advisory groups , DAC, PBIS etc...) .

    Evaluation Data Source(s) 1: Final results of participation rate

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Nov	Jan	Mar	Summative June
1) Provide opportunities for all Parent support groups to be present at campus events at flexible times.		Parent Liaison, Principal	Increase parent participation				
2) Create a PTO web-page link and Facebook profile.		PTO president, Principal, and Parent Liaison.	Increase PTO exposure and likes on Facebook posts.				
3) Provide PTO with opportunities to meet with faculty to promote activities and increase membership.	3.2	Principal, PTO president, parent liaison.	Increase parent participation building a bridge with campus				
4) CMSSA will develop 3 collaborative ways for families to participate in setting student goals, planning for post-secondary education and careers.	3.1, 3.2	Principal	Increase parent engagement with their child's learning				

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

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

Performance Objective 2: Throughout 2019-2020, CMSSA will provide resources and opportunities for families/parents to engage in through monthly parental classes, setting student goals, planning for post secondary education and careers and training's linked to learning.

Evaluation Data Source(s) 2: Scheduled dates for parent nights

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Will hold parent involvement policy meetings with parents at flexible times to ensure input and collaboration. Will distribute policy to all parents.	3.1, 3.2	Principal	Increase awareness of parent policy and increase in parent participation				
2) CMSSA will have 4 parent nights per semester for ELL/LEP parents to encourage participation in student learning.	3.1, 3.2	Administrators	Increase parent engagement in their child's learning				
3) Will provide professional development, district wide on customer service and how to engage parents as partners in their children's learning.	3.1, 3.2	Administrators	Increase positive environment.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 1: By June 2020, CMS students will participate in at least three transition and co-curricular activities with CHS and Northwest ECHS to facilitate a successful passage from middle school to high school and from elementary to middle.

Evaluation Data Source(s) 1: Schedules of activities

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide students with the opportunity to meet with Campus Administration and other staff to facilitate the transition to high school		Counselors	Prepare our students for high school .				
2) Provide students and family information about high school and graduation plans .		Counselors	to prepare students for transition.				
3) all students will attend at least one field trip to a nearby college or university to provide college exposure.		Instructional Leadership Team	Increase college awareness				
4) Incoming 6th will be invited to participate in the STEM summer bridge camp.		Principal, Assistant Principal, Teachers	Students will be better prepared for 6th grade by being exposed to PBL and STEM focused instruction.				
Funding Sources: 185-State Compensatory Education - 0.00							

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

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 2: During the 2019-20 school year, the campus will provide activities for parents and community members to attend at least once a month in an effort to increase parent engagement in their children's education.

    Evaluation Data Source(s) 2: Lists and schedules of activities

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Will provide monthly parent meetings to promote: Anti-Bullying, violence, drug use, etc.		Parent Liaison,	Increase awareness				
2) Showcase Fine Arts and electives students perform and display student work		Instructional Leadership team/ Fine Arts dept head	Increase student pride by showcasing their achievements and performances				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 3: By May 2020, CMSSA will design a promotional campaign to highlight the district educational programs and campus achievements.

    Evaluation Data Source(s) 3: Website , brochures, Marquee, Open houses, etc...

    Summative Evaluation 3:
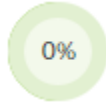
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CMSSA will develop and website that highlights the school and its students.		PIO Assistant Principal Principal	Increase a positive culture.				
2) CMSSA Principal will reach out to community members, realtors, builders, and businesses to invite them to important school related functions.	3.1	Principal Admin Staff	Increase businesses and community awareness on CMS successful programs.				
100% = Accomplished		→ = Continue/Modify		0% = No Progress	✗ = Discontinue		

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 4: CMSSA will promote student learning in STEAM and advance academics through summer camps and summer bridge program of 19-20 in a cooperation with the UTEP MaST Academy, AVID Institute and UTEP Engineering Dept and other STEM related industries. Allowing our students to build upon their character education, social skills development and behavior management.

    Evaluation Data Source(s) 4: Participation lists

    Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) CMSSA will seek out businesses and industry partners in order to build relations and develop MOU agreements to support the needs of STEAM students.		Principal CTE Director CTE Assistant	Increase community and business participation with our campus				
2) CMSSA will send students and host STEAM related camps and programs in the summer.	2.5, 3.1	Administrators	Increase student participation				
3) CMSSA will support the efforts of all teachers needing to improve the rigor of their content, through STEAM Curriculum Writing over the summer.		Assistant Principal STEM Coordinator Principal	Increase skills for STEAM Teachers through the completion of PBL Curriculum				
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	3	Canutillo Middle School STEAM Academy will provide specialized support for a RTI teacher in ELAR /Social Studies, to support our Tier 2 and 3 students.

State Compensatory

Budget for Canutillo Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
185.11.6112.13.041.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$2,584.00
185.11.6117.05.041.30	6117 Career Ladder - Locally Defined	$7,219.00
185.11.6118.00.041.30	6118 Extra Duty Stipend - Locally Defined	$528.00
185.11.6119.00.041.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$136,136.00
185.11.6126.03.041.30	6126 Part Time Support Personnel - Locally Defined	$12,000.00
185.11.6129.00.041.30	6129 Salaries or Wages for Support Personnel	$18,795.00
185.11.6141.00.041.30	6141 Social Security/Medicare	$2,254.00
185.11.6141.03.041.30	6141 Social Security/Medicare	$429.00
185.11.6141.05.041.30	6141 Social Security/Medicare	$350.00
185.11.6141.13.041.30	6141 Social Security/Medicare	$37.00
185.16.6142.00.041.30	6142 Group Health and Life Insurance	$25,456.00
185.11.6143.00.041.30	6143 Workers' Compensation	$731.00
185.11.6143.03.041.30	6143 Workers' Compensation	$148.00
185.11.6143.05.041.30	6143 Workers' Compensation	$121.00
185.11.6143.13.041.30	6143 Workers' Compensation	$13.00
185.11.6145.00.041.30	6145 Unemployment Compensation	$89.00
185.11.6145.03.041.30	6145 Unemployment Compensation	$28.00

Account Code	Account Title	Budget
185.11.6145.05.041.30	6145 Unemployment Compensation	$23.00
185.11.6145.13.041.30	6145 Unemployment Compensation	$1.00
185.11.6146.00.041.30	6146 Teacher Retirement/TRS Care	$2,589.00
185.11.6149.00.041.30	6149 Employee Benefits	$2,027.00
	6100 Subtotal:	**$211,558.00**

6200 Professional and Contracted Services

Account Code	Account Title	Budget
185.11.6299.00.041.30	6299 Miscellaneous Contracted Services	$17,550.00
	6200 Subtotal:	**$17,550.00**

6300 Supplies and Services

Account Code	Account Title	Budget
185.11.6329.00.041.30	6329 Reading Materials	$10,200.00
185.11.6398.00.041.30	6398 Computer Supplies/Software - Locally Defined	$20,000.00
185.11.6399.00.041.30	6399 General Supplies	$12,500.00
	6300 Subtotal:	**$42,700.00**

6400 Other Operating Costs

Account Code	Account Title	Budget
185.11.6494.00.041.30	6494 Reclassified Transportation Expenses	$6,830.00
185.13.6499.00.041.30	6499 Miscellaneous Operating Costs	$1,000.00
	6400 Subtotal:	**$7,830.00**

Personnel for Canutillo Middle School:

Name	Position	Program	FTE
Elisa Carrasco	At-Risk Aide	At Risk	1
Robert Perez	Teacher	Math	.20
Rose Cereceres	Teacher	Math	.20
Vacant	Teacher	Intervention Program	1
Veronica Nunez	Teacher	Reading	.20

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

As a brand new principal to Canutillo Middle it was very important to meet with core content teachers, staffing, different committees then through Professional Learning Communities (PLC's) to know what the campus priorities and strengths were and they still in agreement with the comprehensive needs assessment that took place back in the spring of 2019. Through collaboration, feedback and continuous meetings, changes and updates were made our objectives which have become clearer to our campus staff. Furthermore I needed to get feedback from our parents which was one of the key components to ensure parent participation and as part of our CNA process, we provided flexible hours for meetings to ensure that we reach as many parents as possible.

School wide comprehensive needs assessment took place at different levels as described above and as we completed the process our problem statements that our campus will focus are as follows:

- Students and teachers need more access to a variety of technology, and training in the effective use of technology. We will need to prioritize with the funding we receive to assist with the and infrastructure.
- Many students in the community are economically disadvantaged, lack emotional support, and lack parental support/presence. Instructional Coach would benefit to support student achievement in core content areas, along with continued support personnel, including parent liaison, at-risk coordinator, counselors, EL facilitator, and LEP tutors.
- Professional Development is needed to support the increase in student population in SPED, EL, and 504. As the district made boundary changes my Special Education population increased and need to ensure Professional development is available to effectively work on increasing academic achievement.
- Inclusion, 504 and English Language (EL) classrooms are above 28 students and are not conducive to learning. Their is a lack of growth mindset for higher education possibilities and no expectations are set to enroll and complete courses.
- Need to increase the scores of students taking TSI, because our preparation before the TSI tests needs to be improved using programs, and college readiness through interventions.
  More Materials/Resources need to be accessible to the SPED department to include: inclusion, resource, LSC III, Instructional Skills

Class (ISC), Behavior Intervention Class (BIC) since the increase numbers in our Special Population areas.

- Canutillo Middle School Steam Academy (CMSSA) is requesting an RTI teacher to better serve our Tier 2 and 3 students and support in ELAR/Reading. Our students did not perform well in Reading and Writing, and now we are needing to have interventions in place to support the needs of the students.
- Class sizes need to be smaller for Core areas to assure ALL student needs are met, there has been an increase in student enrollment.
- Teachers need training for Project Based Learning (PBL) that is specific to their content and how it is geared toward PBL components. ALL content areas need more specific training to provide instruction and resources that support the PBL initiative that are specific to their area of study.
- Project Lead The Way (PLTW) needs appropriate supplies and resources for the campus to move forward as a STEAM Academy because not all students are able to participate fully in projects due to lack of supplies.
- Time for curriculum lesson planning is important to create lessons and assessments for Mentoring Minds (MMs) and Response To Intervention (RTI) we have limited time during the school year.
- Technology is going out in the classroom such as Elmo's, projectors, and computers, these items have not been updated.
- We are needing additional elective teachers for core content areas and STEAM programs. We are a whole school STEAM Academy and due having a double block schedule it's difficult to balance classes because of the increase in enrollment.
- In order to enrich and extend learning, access to reliable internet and internet sources is required. CISD internet structure is unreliable and student are unable to access wifi. there are too many limits on students and teachers with inability to accommodate personal devices.
- Outdated technology for students and staff; such as, hardware and software.
- There are a wide variety of student pathways at the High School, for future success but students are choosing these long-term pathways with little information. There is a lack of student and parent access to inform students of all options before choosing long-term options.
- Departments need a fully stocked set of 30 chrome books ,so they can access their own chrome books to further PBLs in classrooms.
- STEAM (PLTW) program lacks materials/resources. Program is expensive and will analyze on prioritizing funds for this program.
- There is not a clear pathway of STEAM, from the Middle School to High School ie... Engineering, Cybersecurity, and Biomedical and is not consistent with the Middle School. We are in need of CTE STEM elective teachers at the Middle School to support the true STEM and STEAM pathway.
- Mentoring Minds needs to have a specialized curriculum withing Science and Social Studies departments, thus curriculum planning is needed. Curriculum is not in place to push students to mastery levels.
- Technology infrastructure is outdated as per teacher inquiry.
- Program support consistency cross training is not implemented.
- There is a lack of communication and awareness for teachers and staff during emergency situations, need to have a variety of communication means.
  Responsible teachers are overwhelmed with extra duties: roster shows same teachers volunteering to be sponsors and have extra

duties. Responsible teachers are few in numbers - others are not held to the same standard/expectations

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Administration Team is made up of all the administrators in the school. The Admin Team was responsible for the first breakdown of the School Report Card data and planning of professional development session to share/analyze data with the faculty. The school departments then met to collaborate on curent trends and data of the school.

The Administration Team, CIC, PLC Leaders, Dept Heads, PTO and the entire faculty are included in developing the campus improvement plan (CIP) for Canutillo Middle School STEAM Academy. The School Report Card and the campus score card from TEA Accountability grading system was used to develop goals for the school improvement plan. Data from the School Report Card was also discussed with the entire faculty during a PLC Day, professional development session, and faculty meetings.

The instructional leader of the school asked for each department to create content specifc goals (WIDLY Important Goal), that will be the instructional culture of their department. Each content has developed there WIDLY Important Goal as accroding to the data analyzed. A School Wide WIDLY Important Goal was also created based off the data by the Aministration Team. Overall, WIDLY Important goal was created through collaboration, critical thinking, creativity and communication from all faculty and staff members within Canutillo Middle School STEAM Academy.

Upon completing and working on the CIP, stakeholders are also informed of their roles prior to meeting to develop activities and strategies to accomplish goals in the school improvement plan. Meetings for each of these teams are scheduled months in advance and an agenda for the meeting is sent at least 24 hours prior to meeting so stakeholders can come with ideas in hand. All faculty members were involved in developing the CIP. Following the feedback from the faculty, CIC and leadership team reviewed the suggested changes and approved the minutes on various occasions to implement the most up to date plan that reflects the current needs of our students.

2.2: Regular monitoring and revision

Canutillo Middle School STEAM Academy stakeholder groups that are involved in the process of determining goals and activities and strategies for achievement of goals are notified of changes at each stage of development of the school improvement plan. Each monthly meeting has a dedicated time for discussion of WIDLY Important Goals, CIC goals, and strategies/activities for improvement, and then

discussion and analysis of progress towards those goals throughout the year. Meeting dates are set early in the school year (August) so that plans can be made for attendance by all invited stakeholders. Teachers are informed of the process on the plan at each faculty meeting, and are part of the analysis of data towards improvement during all faculty meetings.

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

Location of CIP will be found in front office, parent liaison's room, school website, instructional coach's room, and all flyers are done in English and Spanish. Also, the CIP is available at parents request for parents. Parent liaison schedules automated call outs on a monthly basis for any upcoming events in Spanish and in English. She also provides information for parents on the school marquee and on a white board visible so when parents are dropping off their students they may view it. The school is also heavy promoting on social media like Facebook, Instagram, Twitter, and the school website. Finally, our parent liaison conducts home visits for parents who are not able to make the meetings when offered.

2.4: Opportunities for all children to meet State standards

We monitor student progress through the use of evaluating student data based on assessments. Students are then placed in corresponding interventions or enrichment during the school day via Mentoring Minds (30 minutes everyday) and all our Math and Reading classes are double blocked.

2.5: Increased learning time and well-rounded education

As a campus, Canutillo Middle School has continued to provide all learners with a rigorous 21st century learning experience by integrating Science, Technology, Engineering, Arts, and Math (STEAM) into a hands-on learning approach. At CMS the faculty and staff are preparing students to be successful in the real world by implementing STEAM initiatives which supports the instructional program where students apply their learning to real-world contexts within the framework of Project/Problem-Based Learning (PBL) experience. Project Based Learning is a common practice across all contents and has proven to have a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving. Writing across ALL contents could be seen on a daily basis at CMS through quick writes, journal writing, note taking, research projects, and real world writing.

Finally, in order to reach all our students, the Response to Intervention(RtI) program has seen strong results in tested subjects by having a team of faculty members come together every 9-weeks to review student data and determine best practices to improve student learning. As

a result of implementation our SPED and LEP populations have had positive increase in tested subjects. CMS is building momentum in the right direction with many campus initiatives in order to boost student performance. We continue to grow and develop new methods of teaching to reach all our students.

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

For students who have been identified as at-risk CMS is provides a very prescribed intervention instructional support system. Teachers are provided with professional development that addresses the following: Response to Intervention(RtI) program in tested subjects, Project Based Learning across ALL contents, Writing interventions with the 11-minute essay, Math and ELAR interventions within Mentoring Minds program and Region 19 workshops that address differentiation of instruction. All students coded at risk are properly coded and monitored at beginning of each school year. All 13 criteria is evaluated at the beginning of the school year to assure students are successfully identified and serviced. Students are placed accordingly if they qualify in an enrichment or intervention class during the instructional school day.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Students, parents and faculty members have provided feedback to school administration based on a check list provided by the parent and student support department from the district. The parent liaison plays a vital role in organizing these events as she promotes the events. Surveys are also conducted at each semester to valuable feedback to provide school officials. We are looking to engage parents in ongoing and meaningful communication about their child's student academic learning and other school activities ensuring that parents and families play an integral role in assisting their child's learning and becoming actively involved in their child's education through the support and partner of our teachers and staff.

3.2: Offer flexible number of parent involvement meetings

Canutillo Middle School offers Coffee with the Principal at 9:00 am and 5:00 pm once a month on a designated date determined a few months in advanced. This event is advertised on social media, website, flyers sent with students, posted on the monthly calendar sent home with students, and via a call out. Each meeting is offered in English and in Spanish for any parent present.

Title I Personnel

Name	Position	Program	FTE
Ana Gomez	Library Aide	Library	1
Debra Larson	Instructional Coach	Instructional Coach	1
Elsa Romero	Parent Liaison	Student Support	1

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Christopher Judge	Principal
Administrator	Barbara Peterson	Assistant Principal
Administrator	Patricia Cruz	Assistant Principal
Classroom Teacher	Catherine Sutherland	Math Teacher
Classroom Teacher	Lilia Villanueva	Math Teacher
Classroom Teacher	Michele Morales	Social Studies Teacher
Classroom Teacher	Nancy Sherman	CTE
Classroom Teacher	Patricia Montiel	Science Teacher
Classroom Teacher	Susan Brannan	Theater
Classroom Teacher	Selena Stair	SPED
Classroom Teacher	Tonya Flores	Science Teacher
Classroom Teacher	Veronica Levario	
Classroom Teacher	Diana Sanchez	PE/Health
Classroom Teacher	Maria Bumgardner	Spanish/Fine Arts
Classroom Teacher	Lydia Provencio	SPED
Classroom Teacher	Sharon Norris	PE-Athletic Director
Classroom Teacher	Vanessa Mendoza	Social Studies
Parent	Ana Ortiz	Parent
Parent	Tisha Pappan	Parent
Parent	Adriana Villalva	Parent

Admin and Central Office Meetings

Committee Role	Name	Position
Administrator	Christopher Judge	Principal
Instructional Coach	Deborah Larson	Instructional Coach
Administrator	Patricia Cruz	Assistant Principal
Administrator	Barbara Peterson	Assistant Principal
District-level Professional	Dr. Debra Kerney	Director of Curriculum and Instructor
District-level Professional	Marnie Rocha	Associate Superintendent

Department Team

Committee Role	Name	Position
Administrator	Christopher Judge	Principal
Teacher	Catherine Sutherland	Math Teacher
Teacher	Lisa Roskosky	CTE Teacher
Teacher	Patricia Montiel	Science Teacher
Teacher	Yvonne Kurczewski	ELAR Teacher
Teacher	Diana Sanchez	PE/Health Teacher
Teacher	Lydia Provencio	SPED Teacher
Teacher	Vanessa Mendoza	Social Studies Teacher