

Canutillo Independent School District

Canutillo Middle School

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25% Closing Performance Gaps



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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. The student to teacher ratio is 17-1. The number of Teachers has gone from 52 to 43.5 over the previous three years (44 2015-2016).
2. Attendance continues to be extremely consistent, ranging from 95.5% -96% over the previous four years. (96.4 % 2016)
3. The English Language Learners Progress Indicator has shown a slight improvement, however, our ELL population continues to struggle on the STAAR exam. As a campus, we are being proactive in this particular area and putting programs in place to help these students be successful.
4. Our At-Risk population continues to decline slowly over the past three years. 2014-66% 2015-64%
5. STAAR, TELPAS, Eduphoria data collected during the school year and and last year will help guide decision making and instructional goals. We will need to be proactive to the needs of our students and utilize all available resources to ensure their success. As teachers we will need to implement the instructional requirements as outlined by the state and district. We are fortunate in the fact that we have a relatively stable student population with fewer than most discipline problems. As indicated on past STAAR test our students have performed well in Math and Science. We plan to improve in Reading, writing, and Social Studies.

Demographics Strengths

1. One of the most important assets of CMS has been its faculty. The experience and dedication of the faculty is directly reflected when looking at all available data. It has remained fairly stable over the past three years with a good mix of veteran teachers and new teachers. The average years of experiences as shown on the AEIS report has continued to rise over the previous three years from 11.5 yrs. to 13.1 yrs.
2. Attendance continues to be extremely consistent, ranging from 95.5% -96% over the previous four years.
3. As a campus our English Language Learners, At-Risk, and SPED populations Progress Indicator was "Met Standard" for closing performance gaps. As a campus we are being proactive in this particular area and putting programs in place to help these students be successful.

4. Our student population has declined this school year and has been steady at 609 down from 675 the previous school year. The decline in enrollment is comparable to that of our other middle school in the district and is not a direct reflection of the quality of education provided at CMS. However, the reduced enrollment and 21 to 1 teacher to student ration should equate to great student success and interaction. Continued success must be achieved and actively measured through data assessment and intervention.
5. Students who performed under standard requirements on state assessments have been identified and placed in Response to Intervention (RTI) courses for Math, English, and Language Acquisition.
6. Enrollment in PAP courses is -
7. CMS offers 5.5 high school credit hours for all 7th and 8th grade students preparing for high school graduation plans.

Demographics Needs

1. Teacher retention: (2.11)

- We believe that even though the percentage of new teachers is close to the state average we are seeing more experienced teachers retire. Care must be taken to ensure that experienced teachers mentor these new teachers and share best practices to prevent our students from suffering during their teacher's learning curve. We must ensure that educational services will not suffer due to inexperience in the classroom and preparing our students to take the STAAR test. CMS currently has 5 teachers with one or less years of experience who will be actively participating in a two year mentoring program.

2. STAAR: (2.1, 2.2)

- Writing - 51% Met standard - Must show improvement on the STAAR writing (2015-16).
- Reading - 73% Met Standard - Must show improvement on the STAAR Reading (2015-16).
- Exceeds - CMS must increase the amount of students receiving "Exceeds Level III" standard for all exams.
- Science - 74 % Distinction - increase of 1% from previous year, must continue to show growth.
- Social Studies - 64% met standard - 5% decrease from previous year. Must improve.
- Math - 100% ALG 1 Only - Distinction - Must continue to increase Exceeds Level III standard.

3. On Average, student to teacher ratio is 21-1. However, Science and Social Studies ratio is 26-1 and remains inequitable.
4. CMS is on block schedule for all core areas except for 6th and 7th science and social studies.

5. All 7th grade ELL students are enrolled in pull-out ESL programs. 2 Social Studies teachers need ESL certification to provide 100% content passed ESL programs. (2.7, 2.8)

Student Achievement

Student Achievement Summary

As a committee we identified that the most glaring issue and the top priority for 2015-2016 will be to raise STAAR scores. While the staff at Canutillo Middle School certainly strives for and believes in the success of all students, we have discovered that this accomplishment requires a change in the rigor of our day to day teaching. Students are coming to us with larger gaps in their learning therefore teachers will need to adjust what happens in their classroom to accommodate for the needs of these students. For example, the structure of mentoring minds for both math and reading have been adjusted to provide more targeted assistance for struggling students and special populations (ELLS, special education and 504, Math, and English). Additionally, the data revealed the STAAR scores for our LEP population decreased slightly; therefore, implementation of a language acquisition course has been developed to assist these students. In addition, technological resources have been implemented in order to help the students further develop their academic language.

Data comparisons of 2014 to 2015 STAAR results show needed attention in writing for all grade levels. ALL student groups scored an average of 51% compared to 67% in prior year at level II met standard.

Attendance rates continue to be high. This is most likely attributed to the communication with parents stating the importance of attendance, as well as the quick action taken by administrators when a student's attendance begins to falter. Finally, discipline issues at Canutillo Middle School appeared to be handled in a fair and consistent manner.

Student Achievement Strengths

- CMS teachers' collaboration in structured professional learning communities.
- Increased rigor in day to day teaching
- CMS teachers awareness of special populations within their classroom (ELLS, special education, 504 and at-risk students)
- Addition Interventions provided during restructured mentoring minds for math and reading.
- Language acquisition intervention course for struggling LEP population.
- RTI courses have been embeded into the master schedule for students who perfomed low in STAAR, providing Tier 2 and Tier 3 intervention in Math and English.
- Increase implementation of technological resources provided to all students.
- Spiraling-in of power standards to help students master low performing concepts.
- PTO has trippled in size and has a presence on the campus.
- Community nights are hosted by each department.

Student Achievement Needs

- Increase STAAR scores in all core subject area. (2.1)
- Continue to increase students scoring advanced level III in all tested areas.(2.2)
- Increase college readiness (increased number of students in Alg. 1, AP spanish, PAP courses). (2.3)
- Incorporate writing across all curriculums to improve overall writing skills for all grade levels.
- Schedule revamp to include daily Social Studies class for 8th graders.
- *CMS parents need to be more knowledgeable on and engaged in the accountability system. (5.7.6)
- Implement structured Tier 2 assigned tutoring to struggling students and provide support of first teach instruction. (2.4)
- Acknowledge and recognize students high academic achievements.(5.5)
- Increase parent outreach and community support. (5.7)

School Culture and Climate

School Culture and Climate Summary

Increase technology at CMS

Decrease bullying incidences

Increase positive rewards for students

Empower teachers to be more active in decision making and goal setting.

School Culture and Climate Strengths

The number of students suspended or assigned to ISS was reduced.

The number of days students were assigned to ISS or suspended was reduced.

In the Student Council Survey 77% of students said they understood the definition of bullying and 56% stated they felt very safe or extremely safe at CMS.

In the School Culture and Climate Student Survey most students stated they thought extracurricular activities made the day more enjoyable, they felt safe, and that bullying was not a daily occurrence at CMS.

In the School Culture and Climate Teacher Survey, most teachers stated they felt safe at work, agreed that their PLCs were productive, that they were treated as professionals and that they looked forward to coming to work each day.

A wide variety of electives, clubs, sports and special programs are available to the CMS students.

Eagle Eye Bucks are a positive incentive program for students.

School Culture and Climate Needs

To find an alternative discipline tool other than DAEP. The number of students assigned to DAEP has increased in the spring slightly along with the number of days that students spent at DAEP(3.4)

To update technology at CMS. Both student and teacher surveys showed agreement in this area. (4.2, 4.1)

To find a way to make students look forward to school everyday. 55% of the CMS students stated in the survey a neutral or negative feeling about coming to school. (3.4, 3.2)

To reduce the amount of bullying at CMS. Although a large percentage of students reported in the survey that they felt safe at CMS and did not think bullying happened everyday, many students wrote in the comment area(3.2,3.4)

Increase positive recognition for student achievement (Awards, announcement recognition, grade level incentives). (5.5)

Improve campus moral and teacher worth. (3.9)

Empower teachers to be more active in decision making and goal setting. (2.14)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The retention rate at CMS is very low with on 4 teachers leaving the staff because of retirement, relocation and staffing by HR. There were a total of 432 staff absences that were not staff development or duty related. Part of this high number of absences is due to 2 staff members on FMLA. CMS has 100% highly qualified teachers and paraprofessionals. Teachers feel supported through their professional learning communities. The common practice at CMS is that planning and reflecting occur as a team. Teamwork is vital in improving our teaching and student learning.

Staff Quality, Recruitment, and Retention Strengths

Staff Retention-2015-2016

Highly Qualified/Certified Staff

*All staff and para-professionals have the highest certifications

Professional Development

*Professional Development offered to staff based on student areas of weakness with input from PLC's

Recruitment of Teachers

*Wide variety of ways teachers are recruited including district web site, job fairs, UTEP internships, internet and personal contacts

Staff Quality, Recruitment, and Retention Needs

Recruitment of Excellent Teachers (2.11)

*Outreach to teachers needs to appeal to the very best teachers

Mentoring Program-(3.7.2)

*Better understanding/implementation of new teacher mentoring program

Professional Development(4.1, 2.12)

*Need for professional development which increases teacher content knowledge (4.1, 2.14, 2.12)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers are more knowledgeable about curriculum, instruction and assessments. Teachers from our campus have the opportunity to work on curriculum writing and developing district assessments so they can have a deeper understanding of the curriculum. Both the district and the campus have provided professional development activities that relate to instructional strategies, lesson planning, and curriculum training.

Curriculum, Instruction, and Assessment Strengths

Knowledge of our curriculum

Different instructional strategies

Analyzing formal and informal assessment.

Staff development meetings

Depth Of Knowledge, Summer Curriculum, summer AP institute at UTEP, NMSI summer Institute.

Curriculum, Instruction, and Assessment Needs

Digital/online platform needed for all core textbooks. (2.1.11, 2.1.5)

Lack of updated technology and technology as a whole(4.1, 4.2)

Continue meeting with all grade level PLC's for the Core Classes(2.14.1)

Family and Community Involvement

Family and Community Involvement Summary

1. Families that speak another language other than English, for example Spanish is predominately the other language spoken in these school district. So as a result, fliers, newsletters that go home to the parents are in both English and Spanish. In addition, any phone calls that done out of the campus are also available in Spanish. As well as, the campus school messenger, that calls the parents for any reason.
2. The types of services available to support special programs are for example, for are Second Language Learners, the campus offers academic tutors, an after school program that targets Second Language Learners after school. Furthermore, a migrant tutor is available to meet the needs of these particular students. Additionally, our Special Education Department (SPED), supports are students through inclusion. Also, our students who are considered to be at risk are offered Eagle Mentors to guide them in the right direction. Extra tutoring is available for our 504 for populations that is done after-school. Finally, for our Gifted and Talented students we offer pre-AP classes.
3. The type of community partnerships that exist to support families and students or partners in school are Fuddruckers, Roadrunners Pizza, Starbucks, coffee Delicacies Catering, EL Paso County Sheriffs dept. and local food banks.

Family and Community Involvement Strengths

The evidence that families and community members are involved in meaningful activities that support student's learning are for example, Math Numeracy Night was very successful there were several parents and students in attendance that were involved in a number of activities held by the Math Department. As a result, there will be a Social Studies night, Science night, and English night. That will also be focused on students and parents involved in meaningful activities for the community. These nights are open to all family members. As, the word spreads, the number of participants is increasing significantly.

Families and the community members are involved in school decisions in several ways, for instance, a Parent Teacher Organization (PTO) component has already been established and is very actively involved in the community.

The type of services that are available to support families and community members, and students, which also encourage healthy family relationships are (SHAC) School Health Advisory Council, (SHAC)([http://www.canutillo-isd.org/SSD/health/pdf/SHAC\(010510\).pd](http://www.canutillo-isd.org/SSD/health/pdf/SHAC(010510).pd)), is an advisory committee comprised of a core group of parents, youth, educators, and other community members. With the purpose, of giving advice and support to the school on all parts of school health. In addition, helps promote healthy behaviors and a healthy environment. Some additional programs that are also offered by (SSD) Student Support Department (<http://www.canutillo-isd.org/SSD/community/Programs.html>). This also offers Adult Literacy Classes, Court Mandated Parenting Classes, Even Start Summer Program, and GED Classes for Youth, Summer Employment for Youth, Teen Parent Program, and Counseling Services that are all accessible through (SSD).

Family and Community Involvement Needs

More positive recognition and celebrate achievement for our good kids (A, A/B honor roll, perfect attendance, leadership, etc.)(5.5.1)

Host and promote community events better.(5.7.1)

Need more parents to help assist with homework.(5.5.3)

Need more parental involvement at the school.(5.7)

Need to increase the number of partners in education. (5.8)

School Context and Organization

School Context and Organization Summary

The campus is student focused. Admin, teachers and staff work in the mindset of doing what is best for students. The master schedule addresses the majority of the needs for students in special programs. However, there are classes that are unbalanced. It needs to be a campus initiative that class sizes should not reach more than 25 as research say's that class sizes affect student learning. The lunch schedule is becoming more difficult to accommodate our students and needs to be reviewed. Overall, the organization runs on site-based decision making. As admin empowers the staff, the staff takes ownership to work towards the campus common goals.

School Context and Organization Strengths

A variety of after school activities with great teachers to run them. Great teacher leadership. Great bonding in activities for students and teachers alike. Students should absorb the knowledge given by teachers. Teachers are available. Open door policy with leadership. Teacher's lessons. Teachers gain new perspective on teaching from interns. New teachers get guidance for teaching from experienced teachers. Students get great perspective from interns and teaching staff.

School Context and Organization Needs

Leadership should let students have access to the teachers, building in general, for students needing help. They are usually turned away by teachers who are monitoring hallways. Some referrals for troubled students are not as effective since those same students are being sent back to class by administration. Dividing lunch lines by boys/girls is not very effective and the lunch lines wait time seems longer. Admin. needs to improve: technology, updated texts, lunches served, better painting of the school. Students council leadership needs to do more activities. Admin. needs to find a place for students to put books/school materials in. Admin. needs to accept interns from other colleges; different perspectives Teachers should find out which teaching styles work better for students by asking them. Find a better way to secure the school in case of impending emergencies, such as lockdowns. (3.6, 3.4, 4.1, 4.2, 1.1, 1.2)

Technology

Technology Summary

Technology continues to be a an area that needs to be addressed at CMS. The majority of our computers are antiquated in technological years as they are 7 years old. Although staff has 4 student computers in their classrooms, they are not utilized in the most effective way. The teaching faculty wants to learn and improve their technology skills by integrating technology into their lessons. However, the opportunities to obtain professional development specific to their content area are scarce. More emphasis needs to be put on updating the technology peripherals and the staff training.

Technology Strengths

Availability of technologies housed in the library media rooms. These rooms currently house an array of technology items, from interactive white boards, laptops, data projectors, turning points, Kineo android tablets, Media Carts and other tech equipment items to Ethernet and VGA Cables. There are a total of 1,194 technology items housed in the library media rooms according to the 2012-2013 Technology Equipment Inventory List.

At CMS campus, there are currently 681 economically disadvantaged students. Out of these 681 students, 594 took the technology proficiency for CMS students Survey online within a one week period. The survey allows for an understanding of their technology proficiency use throughout school and at home.

CMS 6th thru 8th grade students are proficient in every day technology use throughout campus and outside of school. Their level of technology proficiency varies at an intermediate level; this includes PCs and/or laptop use, tablets, iPads, iPods, iPhones, Android/Smartphones and software programs integrated in school. Students most often use some form of technology at home and at school.

The most prominent form of technology use available and familiar with CMS students is the PC and their use of the Internet which they use on a daily basis at school. Although, students are not allowed to access certain internet social networking pages such as Facebook and Chat pages due to school filters such as Fortiguard, they do have access to school e-mail, document accounts and educational webpages and other software programs via the internet. Of those students surveyed, 47% of them always use the internet and 36.7% often use it at school and home.

CMS students use technology in classes, both core and non-core subjects. In the core subjects, 60% of students surveyed use technology the most in their core subject, English due to the Accelerated Reader, Achieve 3000 and I-Station software programs available at school. All three are software reading programs that are used on a daily basis. In non-core subjects, like Career Portals, 47% of students use technology the most.

CMS Students also have access to other online programs and sites such as the library catalog (database), Discovery Education Online, World Book Encyclopedia Online, and EBSCO (Research Database Online).

CMS students were given the opportunity to rate the campus as a whole on the use of technology; 24% responded with excellent and 37.1 % responded with a rating of Good.

According to the STaR Chart summary (Technology Proficiency Use) for faculty, four key areas were looked at: 1) Teaching and Learning, (2) Educator Preparation and Development, (3) Leadership, Admin., Instruction Support and (4) Infrastructure for Technology. Out of the four key areas, number 2 was the only area that scored as developing Tech and the others as Advanced Tech.

CMS faculty recognizes the need for the use of technology information and its use to support curriculum standards, lessons and integration with classroom instruction and across campus.

CMS Students use technology on a daily basis at school, in their classrooms and at the library.

Technology Needs

1. Effective communication and adequate response times to technology work orders between campus faculty/staff and 2.14

Ability to provide administrative access for technology lead teachers, or librarian-media specialist with proper directives and training if needed to troubleshoot basic computer issues that need immediate attention such as updates for certain websites and software applications such as Java Updates, Flash Player Plugin updates, driver updates and software updates. (4.2)

3. Technology Inventory software (database) that will allow a more organized manner in documenting technology equipment instead of using a library automation system such as Destiny. (4.1)

4. Technology education training and/or staff development for teachers that will enable them to use current and new technologies in the classroom. (4.3)2.12

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- STAAR ELL Progress Measure data
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus department and/or faculty meeting discussions and data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement 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: Provide a Safe and Secure Environment

Performance Objective 1: Canutillo Middle School will provide 4 school-wide programs and/or presentations to promote the development of positive character within a safe and secure environment during the 2015-16 school year.

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 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	1	Counselors, SRO, PBIS Committee	Reduced amount of Referrals, off campus DAEP placements, Verified incidents of bullying after investigation.				
<p>Critical Success Factors CSF 6</p> 2) 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.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: Provide a Safe and Secure Environment


Performance Objective 2: Maintain ADA compliance and continued regular maintenance.

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Address the ADA compliance issues,Continue regular maintenance according to the needs of the building.		Principal, Assistant Principal, Facilities.	Yearly compliance after inspection.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Provide a Safe and Secure Environment

Performance Objective 3: In the 2015-16 school year, Canutillo Middle will continue to enforce and execute the Emergency Operations Plan.




Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implement campus emergency operations plan. To include activities: Provide EOP staff development, conduct all state required security audits, ensure fire drills are conducted on a monthly basis and first 2 weeks of school, ensure that 2 lock down drills are conducted annually, Ensure Go-Kits are located in each classroom/office, provide reunification plan.		Assistant Principal, EOP members, SRO.	Monthly drills to inspect emergency management plan procedures and compliance.	✓	✓	✓	✓
							

Goal 2: Increase Student Academic Achievement

Performance Objective 1: Canutillo Middle will achieve in the 2015-16 school year, Met Expectations in State Accountability ratings on all tested subjects and received distinctions in Math, Science, and closing the performance gaps. CMS needs to improve in all tested subject areas with heavy focus on writing, growth measures for ELL and SPED students, improve Exceeds Met level III scores and improved growth for all testers under the new phase in 2 standards.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>1) Follow the non-negotiables (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.</p>	2, 8	Principal, Assistant Principal, Department Heads, Teachers	Teachers using PLC time to discuss common assessments, share and review data from eduphoria and TEKS resource center.				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Administer common assessments and STAAR-like mock tests and analyze data and results. Disaggregate data for all accountability populations to identify performance gaps and meeting annual standards as designated for all state and NCLB federal programs.</p>	8	Principal, Assistant Principal, Department Heads, Teachers	Teachers using PLC time to discuss common assessments, share and review data from eduphoria and TEKS resource center. Use STARR release tests to evaluate student growth.				
<p>Critical Success Factors CSF 1</p> <p>3) Provide tutorials in all tested subject areas before school, during the school day, after school, Saturdays, and Summer School.</p>	9	All Core teachers, instructional Coach, counselors	Students will be evaluated every three weeks to measure academic growth. Teacher will identify interventions provided for all students. Counselors will meet with students every 6 weeks to monitor progress.				
Funding Sources: 185-State Compensatory Education - \$80016.00, 185-State Compensatory Education - \$11800.18							
<p>Critical Success Factors CSF 1</p> <p>4) Comply with Response to Intervention and Student Study Team requirements to develop a comprehensive plan for students at-risk of failing any tested subjects and/or STAAR tests.</p>	9	All Core teachers, instructional Coach, counselors	Students will be evaluated every three weeks to measure academic growth. Teacher will identify interventions provided for all students. Counselors will meet with students every 6 weeks to monitor progress.				
<p>Critical Success Factors CSF 1</p> <p>5) Ensure that all content area supplies, manipulatives and computer software programs are made available as resources and are provided for specific student populations to supplement the instruction in the classroom-to include journaling, interactive notebooks, interactive whiteboards, Achieve 3000, consumables, cooperative learning, best practices, hands on visual math, Reading Smart, foldables, United Streaming, and scientific labs.</p>	9, 10	Principal, Assistant Principal, Department Heads, Teachers, Librarian.	Review Data produced by purchased program to measure student use, measurable growth, and college readiness.				
Funding Sources: 185-State Compensatory Education - \$2618.00, 211-Title I-Part A - \$2728.00							

<p align="center">Critical Success Factors CSF 1</p> <p>6) Utilize reading and math course interventions for struggling students identified by 2015 STAAR failures and low lexile scores.</p>	2, 9	RTI Teachers in English and Math. ELA and Math Mentoring Minds Teachers, Instructional Coach.	Improvement on district common assessments, six week grades, and state assessments.				
Funding Sources: 185-State Compensatory Education - \$1785.00							
7) Utilize library resources and services, librarian and library assistant to promote and reinforce reading.	2	Librarian and Librarian Aid	Monthly logs to provide presentations, classroom instruction, and support services.				
<p align="center">Critical Success Factors CSF 1</p> <p>8) Monitor the progress of all 504 students in all subjects.</p>	9	Assistant Principal, Imelda Selgado, Teachers, Instructional Coach.	Improvement on district common assessments, six week grades, and state assessments.				
9) Provide supplemental instructional resources, aids and technology programs, software and equipment to support students with learning disabilities and language acquisition.	9	Assistant Principal, SPED Para's, ELL Para's, Instructional Coach, Counselors, SPED Inclusion Teachers, General Ed. Teachers	Students will be evaluated every three weeks to measure academic growth. Teacher will identify interventions provided for all students. Counselors will meet with students every 6 weeks to monitor progress.				
10) Progress Monitor special education students placed in their least restrictive environment.	2, 9	Assistant Principal, SPED Para's, Instructional Coach, Counselors, SPED Inclusion Teachers, General Ed. Teachers	Students will be evaluated every three weeks to measure academic growth. Teacher will identify interventions provided for all students. Counselors will meet with students every 6 weeks to monitor progress.				
11) Integrate power standards at all grade levels and tested content areas	3	Principal, Assistant Principal, Department Heads, Teachers	Teachers using PLC time to discuss common assessments, share and review data from eduphoria and TEKS resource center.				
12) Purchase STAAR specific resources.	3	Department heads and teachers for All Core Classes. Instructional Coach.	Improvement on district common assessments, six week grades, and state assessments.				
Funding Sources: 185-State Compensatory Education - \$2618.00							
13) Provide incentives and academic recognition for honor roll and attendance.		Principal, Assistant principal, Department Heads.	Students will have Honor roll assemblies each six weeks to recognize student success.				
<p align="center">Federal System Safeguard Strategy</p> <p>14) Implement writing to learn Grant (CISD/UTEP) to assist in improving writing for all grade levels and increase STAAR scores in writing for 7th grade.</p>		Principal, Assistant Principal, Instructional Coach, Writing Coaches.	Monthly WTL PLC's for all faculty. Writing workshops, student writing portfolios, lesson plans, common assessment data, STAAR scores.				
Funding Sources: 211-Title I-Part A - \$0.00							

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 2: The percentage of students who reach level III will increase for 6th Reading (decreased 2%) 7th Reading (3%), 8th reading (14%) on the 2016 STAAR test.

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide rigor in all courses	2, 3	Principal, Assistant Principal, Instructional Coach	Lesson plans, walkthroughs, observations, Eduphoria Data, district common assessments, state assessments.				
Funding Sources: 211-Title I-Part A - \$4000.00							
Critical Success Factors CSF 7 2) Incorporate higher order thinking products/projects/student activities in all classes	2, 3	Principal, Assistant Principal, Instructional Coach, Department Heads	Lesson plans, walkthroughs, observations, Eduphoria Data, district common assessments, state assessments				
Funding Sources: 211-Title I-Part A - \$6056.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 3: 100% of Advanced Academics students will achieve commended performance status on the 2016 STAAR test as reported in late spring that corresponds to their area of identified giftedness.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Ensure that one teacher from each core subject attend summer Pre-AP institutes to teach Pre-AP strategies and Pre-AP classes in the 2014-15 school year.	4	Principal, Assistant Principal, Instructional Coach, Department Head, Teachers	Teachers submit certificates of completion. Instructional Coach will monitor opportunities for Staff development.				
Funding Sources: 211-Title I-Part A - \$4000.00							
2) Monitor all GT students on the STAAR-like Mock test and common assessments	2	Principal, Assistant Principal, Instructional Coach, Department Head, Teachers	GT services, Eduphoria data, District common assessment data, class room progress measurement.				
3) Increase teacher awareness of all advanced academics students' areas of giftedness.	4	Principal, Assistant Principal, Instructional Coach, Counselors, GT Services	Increase the amount of students who enroll in GT courses, PAP and AP courses.				
4) Track progress of AA students to insure academic success.		Principal, Assistant Principal, Instructional Coach, Counselors, GT Services	Review ACT ASPIRE scores for college readiness indicators. Review grades, district common assessments, and state assessments.				
5) Provide all AA students with an opportunity to produce products/projects in their area of giftedness.	3	Principal, Assistant Principal, Instructional Coach, Department Head, Teachers.	Lesson plans, walkthroughs, teacher observations, PLC agendas.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 4: In the 2014-15 school year, the gaps in STAAR performance between the at risk and non at risk students will be no more than 5 percentage points in all tested subject areas to be reported in late Spring, 2016.

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Increase teacher awareness of at-risk criteria and the identification of at-risk students.		Principal, Assistant Principal, Instructional Coach, Counselors	Teachers identify At-Risk students and provide appropriate intervention.				
2) Provide extended year program services for students at-risk of being retained in grades 6-8.		Principal, Assistant Principal, Instructional Coach, Counselors	Reduce the amount of students attending summer school and State Assessment retakes.				
Funding Sources: 185-State Compensatory Education - \$11800.00							
3) Monitor progress of at-risk students to ensure academic success in all subjects.	9	Principal, Assistant Principal, Instructional Coach, Counselors	Reduce the amount of students attending summer school and State Assessment retakes.				
4) Provide supplemental instructional resources , aids, technology programs, equipment and software to assist at-risk students.	10	Principal, Assistant Principal, Instructional Coach, Department Heads, CIC members	Resources embedded in lesson plans. Review product data generated from student use.				
Funding Sources: 185-State Compensatory Education - \$19040.00, 185-State Compensatory Education - \$14281.00							
5) Provide tutorials to at-risk students before school, during school day, after school and Saturdays to include transportation.	9	Instructional Coach, Teachers, paraprofessionals.	Sign-In sheets, Tutoring Logs, Tutoring profiles.				
Funding Sources: 185-State Compensatory Education - \$6000.00, 429-Special Revenue/State - \$12182.00							
6) To provide at least one academic tutor in each core area.		Instructional Coach	CMS will higher 4 qualified tutors.				
Funding Sources: 185-State Compensatory Education - \$12182.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement















Performance Objective 5: By the end of the 2014-15 school year, 100% of CMS teachers and instructional assistants will be trained as needed to assist them in providing instructional strategies focused on Economically Disadvantaged, At-Risk, English Language Learners and Special Education sub-populations necessary to meet the State Accountability performance standards defined for 2015-16.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide training on the participation criteria for, STAAR-L and STAAR to committee members of the ARD, LPAC, Student Study Team and 504.		Assistant Principal and Instructional Coach.	Sign in sheets and completion of certification for all trainings and staff development.				
2) Provide support to teachers to ensure all needed testing accommodations are routinely incorporated in students' regular instruction.		Assistant Principal and Instructional Coach.	Lesson Plans, IEP's, Modifications present in teachers binders.				
3) Provide research based professional development in the both the content area and instructional strategies for teachers who have students in Special Education, Inclusion, ELL and At-Risk.	4	Principal, Assistant Principal Instructional Coach.	Teachers will be required to attend yearly certification updates for ESL programs. Maintain completion of certification of all staff development.				
Funding Sources: 211-Title I-Part A - \$4000.00							
4) Provide supplemental instructional resources, aids and technology programs, software and equipment to support students with learning disabilities and language acquisition.	10	Assistant Principal, SPED Para's, ELL Para's, Instructional Coach, Counselors, SPED Inclusion Teachers, General Ed. Teachers	Students will be evaluated every three weeks to measure academic growth. Teacher will identify interventions provided for all students. Counselors will meet with students every 6 weeks to monitor progress.				
Funding Sources: 211-Title I-Part A - \$5500.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 6: At the beginning of the 2015-2016 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 to ensure student academic success.

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continuous monitoring of students who have been retained, failed 2 or more core subjects, failed previous years STAAR test	9	Instructional Coach, Counselors, Teachers	Instructional Coaches will provide a list of students who have not passed state assessments (STAAR) from previous year. Place students in required intervention course. Monitor student progress every 3 weeks. Use eduphoria data of DCA's progress reports, and six weeks grades.				
2) Provide training on Tier I classroom instructional strategies to all staff.		Principal, Assistant Principal, Instructional Coach	Sing in sheets to campus staff development.				
3) Implement Tier I classroom instructional strategies for all RTI identified students.	3	Administration, Instructional Coach	Lesson Plans, PLC Binders, eduphoria data, common assessment data, State assessment data.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 7: In the school year 2015-2016, 85% of ELL and immigrant students will advance one level of English according to the STAR Renaissance and/or TELPAS.

Goal 2: Increase Student Academic Achievement

Performance Objective 8: By the 2015-2016 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 to be reported in late Spring, 2016. (Gaps in reading of ELL to non ELL range from 20-48% based on grade level.)

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide supplemental support, instructional materials, resources and support to assist all ELL students in all mainstreamed courses	10	Principal, Assistant Principal, Instructional Coach, teachers, ESL paraprofessional, LPAC committee.	Supplemental program data, progress monitoring for all ESL students every 3 weeks.				
				Funding Sources: 211-Title I-Part A - \$6056.00			
2) Continue staff development on the English Language Proficiency Standards (campus-wide and departmental)		Principal, Instructional Coach	Certification of completion.				
				Funding Sources: 211-Title I-Part A - \$4000.00			
3) Provide at least one academic tutor for ELL subgroup		Instructional Coach	Tutor will be hired and placed in Math and English ELL courses.				
				Funding Sources: 185-State Compensatory Education - \$12182.00			
4) Provide instructional materials and resources to teachers of ELL students in all core courses.		Principal, Instructional Coach	Supplemental program data, progress monitoring for all ESL students every 3 weeks.				
				Funding Sources: 211-Title I-Part A - \$4300.00			
5) Provide tutorials for ELL sub group before school, during school, after school and track progress for student success.		LEP Paraprofessional	Supplemental program data, progress monitoring for all ESL students every 3 weeks.				
				Funding Sources: 211-Title I-Part A - \$4300.00			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 9: All 8th grade students will develop a Personal Graduation Plan (PGP) by May 2016.









Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide career exploration and career portals (on line assessment for college readiness, labor market information and career exploration).	7	Counselors, CTE Teachers, Mentoring Minds Teachers	Students will complete Personal Graduation Plan. Weekly students will explore college readiness lessons and goals. Interactive notebooks.				
2) Conduct meetings/presentations, high school tours with high school/Northwest Early College prior to registration.	6, 7	Counselors, Instructional Coach, Principal	Students sign in sheets and planned activity agenda of tours and Eagle Pride day.				
3) Provide informational meetings with parents to assist in transition from middle school to high school.	6, 7	Principal, Counselors	Calendars, agendas, sign in sheets.				
4) Provide at least 2 campus-wide college and/or career awareness activities.	7	Principal, Counselors, Mentoring Minds Teachers.	Pictures, Website, newsletters, partners in education letters.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 10: At every reporting period during the 2015-16 school year, 100% of students failing one or more classes will be academically counseled.

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide one-on-one counseling to promote student ownership in their education, tutoring programs and academic success (counseling office, M&M advisory program, and monitoring teachers)		Counselors, Instructional Coach	Student progress growth plan and personal graduation plans.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement










Performance Objective 11: During the 2015-16 school year, CMS will recruit and maintain the number of highly qualified teachers, instructional assistants and administrators at 100%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Maintain 100% of "highly qualified" teachers, administrators, paraprofessionals on the campus.	3, 5	Principal	Teacher certification report				
2) Maintain new mentoring teacher program. Will partner with CHS and Region 19 on a monthly basis	4, 5	Campus Instructional team	End of year Certificates				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 12: by Summer of 2016, campus administrators will accrue at least 30 hours of staff development relevant to their job responsibilities as outlined in Principal goals established under T-PESS.

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide allotted budget for staff development.		Principal, CILT team members	PD will be evident in state scores, PLC's, and teacher prep agendas.				
Funding Sources: 211-Title I-Part A - \$4000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










Goal 2: Increase Student Academic Achievement

Performance Objective 13: During the 2015-16 school year, CMS will provide 100% of all teachers will attend professional development based on teacher goal setting and PD plan as outlined in T-TESS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide teachers with time for department and district planning (PLCs) to ensure that all teachers collaborate and plan for each week along with planning for every 6 weeks period.	4, 8	Principal	Master schedule. Review PLC agendas, attend PLC's, PLC sing in sheets., Meeting minutes.				
Funding Sources: 211-Title I-Part A - \$3916.00							
2) Provide professional development in content-specific areas.	4	Principal, Assistant Principal, Instructional Coach.	Sign in sheets, certificates of completion, lesson plans, PLC discussions.				
Funding Sources: 211-Title I-Part A - \$5000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							






Goal 2: Increase Student Academic Achievement

Performance Objective 14: In summer, English, Math and Science Teachers will attend NMSI (National Math and Science Institute) and Social Studies Teachers will attend GT Training to implement high academic learning strategies in the classroom and enhance rigor. 6 hour updates must be completed by end of year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Identify those teachers who have not completed and acquired their 30 hours of GT Training and Provide Professional Development opportunities to teachers to acquire the 30 hours or 6 hour updates approved by campus/district administration.		Principal, Instructional coach	Certificates of completion.				
	Funding Sources: 211-Title I-Part A - \$4000.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 15: CMS will improve attendance rate from 96.4% to 97% for the 2015-16 School year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Provide incentives for perfect attendance every six weeks.</p>		Attendance Clerk and Administration	increased attendance rates per six weeks.	✓	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession










Performance Objective 1: By Spring 2016, Canutillo Middle School retention rate will decrease from .3% to .0%.

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Monitor failure rate by 3 week progress reports and 6 week report card grading period	9	Principal, Instructional Coach, Counselors	Review students grades each 3 weeks. Have growth plan prepared for each failing student.				
Critical Success Factors CSF 1		Counselors, Instructional Coach	Review students grades each 3 weeks. Have growth plan prepared for each failing student.				
2) Provide academic and intervention counseling for students at risk of failing classes.							
3) Conduct parent conferences for students who are at risk of failing and hold parent awareness sessions on district promotion requirements		Counselors, Teachers, parent liaison	Review students grades each 3 weeks. Have growth plan prepared for each failing student.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							













Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 2: Canutillo Middle will provide 4 school-wide programs and/or presentations to promote the development of positive character within a safe and secure environment during the 2015-2016 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Students will participate in 3 or more no place for hate activities.</p>		Counselors	Meet No Place for Hate deadlines and criteria approved by organization.				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 3: During the 2015-2016 school year, Canutillo Middle School will provide a quality Guidance and Counseling program for all students utilizing the four components as referenced in the Developmental School Guidance and Counseling Program for Texas Public Schools.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide information to students, teachers and parents regarding: Academic Progress, College Readiness, STAAR information, Student Success Initiative (SSI) Transitions (5-6, 8-9) Personal Graduation Plans (PGP)		Principal, counselors	Students sign in sheets, student three year success plans, yearly student files				
2) Provide college readiness opportunities (credit by exam, AP tests, PSAT, ASPIRE, Readistep, STAAR, etc.)		Principal, counselors, Instructional Coach	Review student data from exam reports to measure college readiness.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 4: In the school year 2015-2016, 100% of CMS faculty and staff will continue to promote the PBIS Discipline program.

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Create a framework (School Wide Positive Behavior Intervention Support) for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.	10	Assistant Principal, PBSI committee	Activity calendars, reduction in discipline referrals.				
Critical Success Factors CSF 4 CSF 6		Assistant Principal, PBSI committee	Student handbook acknowledgement signed				
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). Provide information to teachers about different activities that can be incorporated into daily lessons that promotes safety, respect, responsibilities and academics.							
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	Review PEIMS data on a quarterly basis.				
4) PBSI campus team will include: administrator, counselor, teacher, staff and student representative.		Assistant Principal	PBSI plan and quarterly report.				
5) PBSI team will implement the PBSI 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.		Assistant Principal	PBSI committee sign in sheets and agendas.				
6) PBIS campus team will attend a minimum of 3 local PBSI trainings per year and one regional conference.	1	Assistant Principal	certificates of completion.				
7) The campus will implement the "No Place for Hate" Initiative.		Principal, counselors	Confirmed status report from No Place For Hate origination.				
8) Through the student support department, the campus will implement a science based substance abuse and violence prevention curriculum to educate students in grades: 5th, 6th, 7th and 9th.		Principal, SHAC, Health Teacher	PAC sign in sheets, student sign in sheets, lesson plans				
9) Through the student support department parents will be educated on substance abuse and violence prevention at parent meetings or events.		Principal, SHAC, Health Teacher	PAC sign in sheets				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 5: During the 2015-2016 school year, Canutillo Middle will implement the school district's adopted Coordinated School Health Program (CSH) to develop students' mental, emotional, physical and social aspects of living necessary for happy and productive lives.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Conduct state required FITNESSGRAM testing for students in Physical Education class or equivalent.		Principal, PE teachers	Lesson Plans, Fitness Gram reports				
2) Students participate in MVPA minimum of 30 minutes per day or 225 minutes per two weeks for 4 semesters while providing instruction from CATCH and TEKS.		Principal, PE teachers	Lesson Plans, Fitness Gram reports				
3) Provide instruction Health Education 6-8 (TEKS) and healthy bodies' presentation.		Principal, Health Teacher	Lesson plans, walkthroughs, observations				
4) Provide one representative for the district School health Advisory Committee (SHAC)		Principal	Sign in sheets, agendas				
5) Meet quarterly as a campus Coordinated School health team to monitor and implement the necessary strategies and tools as outlined by the School Health Index, FITNESSGRAM and other local assessments.		Principal, SHAC members	Sign in sheets and meeting agendas				
6) Appropriate personnel will receive necessary training on CPR, AED, First Aid and UDCA.		Principal, Athletic Coordinator, Nurse,	Certificates, training sign in sheets when available.				
7) Implement approved Human Sexuality programs.		PE and Health Teachers	Lesson plans, student sign in sheets, agendas				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 6: In the 2015-2016 school year, the number of students sent to detention will be no more than 20% of the total CMS student population as reported in TEAMS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide visible presence in all common areas to deter misbehavior.		Assistant Principal	Assigned hall duty, sign in sheets				
2) Emphasize prevention and intervention strategies in the classrooms and through classroom presentations in Mentoring Minds		Assistant Principal, Teachers, Instructional Coach	Lesson plans, walkthroughs, observations.				
3) Bell to bell instruction, utilize engage classroom strategies		Principal, Assistant Principal, Instructional Coach	Lesson Plans, walkthroughs, observations.				
4) Conduct an expectations assembly at every grade level at the beginning of the Fall and Spring Semester to review school rules and policies affiliated with discipline.		Principal and Assistant Principal	Calendar of events, CIC minutes				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

















Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 7: In the 2015-2016 school year, the recidivism rate for ISS attendees will decrease from 18 to 15% as reported in TEAMS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Bell to bell instruction, utilize engage classroom strategies		Principal, Assistant Principal, Instructional Coach	Lesson Plans, Walkthroughs, Observations				
2) Emphasize prevention and intervention strategies in the classrooms and through classroom presentations in Mentoring Minds		Principal, Assistant Principal, Instructional Coach	Lesson Plans, Walkthroughs, Observations				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							















Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 8: During the 2015-2016 school year, CMS will continue to promote and enact a wellness program to promote a healthy and productive working environment for all employees.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide organized campus activities to support campus and district wellness program.		Wellness Committee members	Calendar of events, photos, surveys.				
2) Organize a campus/community health fair.		Wellness Committee members	Sign in sheets, calendar, event map				
3) Campus will recruit two Wellness Coordinators to invite staff to participate in wellness activities during the year to foster positive attitudes and healthier living.		Principal	Signed Stipend form				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 9: In the 2015-2016 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%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Track attendance of all employee categories for certificate recognition at the end of each six weeks (to exclude school business absences).		Principal and Office manager	TEAMS reports				
2) 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	TEAMS reports				
3) Initiate incentives to promote and reward teacher perfect attendance.		Principal and Office manager	Teacher sign in sheets, TEAMS reports.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 1: By the end of 2016, all Canutillo Middle staff and students will utilize TEAMS, Parent Portal and Canutillo AP to maintain clear contact and communication with teacher, student, and parent.

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide Professional Development on all the components and results of the STaR Chart.		Principal, instructional Coach	Certificates, Sing in sheets				
Funding Sources: 211-Title I-Part A - \$4000.00							
2) Parent Liaison will be available to sign up parents to parent portal and canutillo AP.		Principal	TEAMS report of parent participation.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

















Performance Objective 2: In the 2015-2016 school year, all Canutillo Middle School faculty will have a fully operational web based page or learning platform that can be monitored by teachers, students and parents on a regular basis.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				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	Lesson Plans, walkthroughs, observations.				
2) Provide time during PLC's and teacher work days to build webpages and online applications.		Instructional Leadership TEAM	Greater use of Technology in the classrooms. Lesson plans, walkthroughs, observations.				
3) Provide hands on staff development with new technology peripherals and ways to integrate into student lessons		Principal, Assistant Principal, Instructional Coach	Certificates, sign in sheets, PLC binders and agendas.				
Funding Sources: 211-Title I-Part A - \$4000.00							
4) Purchase various technology peripherals for access to all teachers. Purchase new, updated technology peripherals.		Principal, Assistant Principal, Instructional Coach	CIP, Technology inventory				
Funding Sources: 185-State Compensatory Education - \$5000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 3: In the 2015-2016 school year, CMS PTO will increase participation of both parents and faculty by 100%

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide opportunities for PTO to be present at campus events for increased exposure to parents.		Parent Liaison, Principal	PTO Sign in sheets.				
2) Create a PTO webpage link and Facebook profile.		PTO president, Principal, and Parent Liaison.	Frequent visits to webpage and likes on facebook posts.				
3) Provide PTO with opportunities to meet with faculty to promote activities and increase membership.		Principal, PTO president, parent liaison.	Faculty meeting agendas.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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












Performance Objective 4: in 2015-2016 CMS will have parent nights (meeting) for ELL/LEP parents to encourage participation in student learning.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Create Cafe con Leche _ a designated parent day to meet with principal to address campus issues and academic participation.		LPAC clerk, Instructional Leadership Team.	Calendar of events, Sign in sheets, Agendas.				
2) LPAC Dinner designated for ELL students and their parents to share tips and strategies to assist in student learning and transitional integration to English classrooms.		LPAC clerk, Instructional Leadership Team, ESL intervention Teachers.	Improved scores on TELPAS, STAAR, and six weeks grades.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: In the 2015-2016 school year, CMS students and parents will participate in at least six campus wide college/career awareness activities to promote interest in post secondary education.

















Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide Presentations and Trainings that will provide students with opportunities to acquire knowledge on different community colleges, universities, trade schools and careers that will prepare them for the future.		Counselors, Instructional coach, Teachers	Mentoring Minds Calendar and Lesson Plans				
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	Mentoring Minds Calendar and Lesson Plans				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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
















Performance Objective 2: By June 2016, 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.

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide students with the opportunity to meet with Campus Administration and other staff to facilitate the transition.	7	Counselors	Meeting agendas, sign in sheets				
2) Provide information about high school and graduation plans to prepare students for transition.	7	Counselors	Retention data, Graduation plans				
3) all students will attend at least one field trip to a nearby college or university to provide college exposure.		Instructional Leadership Team	Planned field trips, travel itineraries.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 3: During the 2015-2016 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.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Prevention Specialists will provide monthly parent meetings to promote: Anti-Bullying, violence, drug use, etc.		Parent Liaison, Jesus Juarez	Call-outs to parents, monthly newsletters, marquee, webpage, facebook.				
2) Provide 2 transition meetings for inbound 6th graders.		Instructional Leadership Team	Call-outs to parents, monthly newsletters, marquee, webpage, facebook.				
3) Showcase Fine Arts and electives students perform and display student work		Instructional Leadership team/ Fine Arts dept head	Monthly activity calendars				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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












Performance Objective 4: The campus will increase the number of opportunities from 10 activities to 25 for parental involvement and parent visits on campus and increase the number of community volunteers from 9-15 during the 2015-2016 school year.

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Provide Opportunities to include: Open House, Academic Recognitions, Athletic Recognitions, Parent Informational Meetings, Student Group Showcases, Parent Portal, School Committee Participation, Parent Conferences, Individual Classroom Invites, Parent Contacts, Student Performances</p>	1, 6	Principal, CIC members	CIC meeting minutes and events calendars				
2) Extend invitations to school functions through various methods: School messenger, fliers, marquee, mailings, phone calls, parent portal, parent newsletters and report cards	6	Principal, Instructional Coach, Parent liaison	Messenger reports, marquee, newsletters				
3) Have an open house for parents to meet & greet teachers and tour the building to see the completion of the 2011 Bond Projects.		Principal	Sign in sheets, school messenger reports				
4) Have two parent/teacher conferences, 1 per semester	6	Principal	Sign in sheets, events calendar				
5) Hold Principal Advisory Committee (PAC) Meetings at least once every semester	1, 6	Principal, Parent Liaison	Sign in sheets, meeting agendas				
Funding Sources: 211-Title I-Part A - \$1019.00							
6) Hold informational meetings concerning Student Success Initiatives, transition grades, graduation requirements, state accountability system, Title I information and entitlement information.		Principal, Parent Liaison	Sign in sheets, Agendas				
Funding Sources: 211-Title I-Part A - \$1019.00							
7) Have informational meetings with parents to meet and talk with campus administration, 3 per semester	1, 6	Principal, Parent Liaison	Sign in sheets, Agendas				
Funding Sources: 211-Title I-Part A - \$1019.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 5: By June 2015, the campus will increase membership in our Partners in Education program from 9 to at least 15 community partners.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Increase Partners in Education Program membership through: Invitations to special campus events, face to face contact with potential new partners and existing partners, recruitment of utilizing their business		Principal	Donations, letters of interest.				
2) Include Business Partners in Education to provide classroom presentations during Career/College awareness activities and throughout the year.		Principal, counselors, teachers	sign in sheets, calendar of events.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 6: By June 2016 CMS will spend a minimum of 95% on all federal allocated funds in order to accomplish CISD goals and comply federal guidelines.

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	14	Implement writing to learn Grant (CISD/UTEP) to assist in improving writing for all grade levels and increase STAAR scores in writing for 7th grade.

State Compensatory

Budget for Canutillo Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6118.05.041.30	6118 Extra Duty Stipend - Locally Defined	\$80,016.00
185.11.6118.40.041.30	6118 Extra Duty Stipend - Locally Defined	\$11,818.00
185.11.6119.00.041.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$38,209.00
185.11.6126.03.041.30	6126 Part Time Support Personnel - Locally Defined	\$12,182.00
185.11.6128.40.041.30	6128 Overtime Pay - Locally Defined	\$909.00
185.11.6129.00.041.30	6129 Salaries or Wages for Support Personnel	\$18,679.00
185.11.6141.00.041.30	6141 Social Security/Medicare	\$825.00
185.11.6141.03.041.30	6141 Social Security/Medicare	\$195.00
185.11.6141.05.041.30	6141 Social Security/Medicare	\$166.00
185.11.6141.40.041.30	6141 Social Security/Medicare	\$186.00
185.11.6142.00.041.30	6142 Group Health and Life Insurance	\$8,854.00
185.11.6143.00.041.30	6143 Workers' Compensation	\$330.00
185.11.6143.03.041.30	6143 Workers' Compensation	\$78.00
185.11.6143.05.041.30	6143 Workers' Compensation	\$67.00
185.11.6143.40.041.30	6143 Workers' Compensation	\$75.00
185.11.6145.00.041.30	6145 Unemployment Compensation	\$98.00
185.11.6145.03.041.30	6145 Unemployment Compensation	\$24.00
185.11.6145.05.041.30	6145 Unemployment Compensation	\$20.00
185.11.6145.40.041.30	6145 Unemployment Compensation	\$23.00
185.11.6146.00.041.30	6146 Teacher Retirement/TRS Care	\$813.00
185.11.6146.05.041.30	6146 Teacher Retirement/TRS Care	\$893.00
185.11.6146.40.041.30	6146 Teacher Retirement/TRS Care	\$996.00

185.11.6149.00.041.30	6149 Employee Benefits	\$743.00
		6100 Subtotal:
		\$176,199.00
6200 Professional and Contracted Services		
185.11.6299.01.041.30	6299 Miscellaneous Contracted Services	\$550.00
		6200 Subtotal:
		\$550.00
6300 Supplies and Services		
185.11.6329.00.041.30	6329 Reading Materials	\$3,000.00
185.11.6398.00.041.30	6398 Computer Supplies/Software - Locally Defined	\$5,000.00
185.11.6398.01.041.30	6398 Computer Supplies/Software - Locally Defined	\$20,436.00
185.11.6399.00.041.30	6399 General Supplies	\$2,618.00
		6300 Subtotal:
		\$31,054.00
6400 Other Operating Costs		
185.11.6494.00.041.30	6494 Reclassified Transportation Expenses	\$6,000.00
		6400 Subtotal:
		\$6,000.00

Personnel for Canutillo Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Catheri McWhorter Sutherland	Teacher	Teacher	.20
Denise Razo	Teacher	At-Risk Intervention	.40
Imelda Salgado	At-Risk Aide	At Risk- Intervention	1.0

Title I

Schoolwide Program Plan

CMS staff takes a proactive approach to assisting all students struggling academically. Based on our comprehensive needs assessment and planning from the Campus Improvement Committee, there were several schoolwide strategies used to maximize our resources. We embedded research-based strategies and instructional programs during the instructional day, after school, on Saturdays and during the summer to address our english language learners, students who had been retained, struggling learners, at-risk students and students who had failed the STAAR assessment in the prior school year.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. Low 7th grade writing scores on 2014-15 STAAR scores - All campus faculty will participate in Writing to Learn grant in order to incorporate more writing on campus. Program will ensure all teachers to implement a minimum of 1 WTL activity per six weeks.
2. Low performance on STAAR scores for ELL students in ELA, Math, Science, SS. - ALL LEP students will be placed in at least one scheduled intervention course (linguistic). Students scoring 1 or 2 on TELPAS comprehension will be placed in a reading intervention course (fall students will use Mindplay webbased program to assist on fluency and comprehension. In the spring students will use iLit Web based program to assist in comprehension and fluency.) All students will use Achieve3000 to target comprehension.
3. SPED students performed low on all STAAR tests 2014-15. - SPED students will rotate between Math intervention and Reading intervention every six weeks during M&M classes. This will provide additional support and exposure for skills in Math and Reading.

2: Schoolwide Reform Strategies

Teachers worked in PLCs to address instruction, assessments, and needs of students. There were several interventions embedded within the instructional day. Mentoring Minds Intervention addressed students struggling in math, reading and writing. For more intense intervention, there were Response to Intervention (RTI) math and reading courses. For the ELLs, courses such as Exploring Languages and Language Acquisition were created as elective courses. CMS also offered after school tutoring and Saturday Camp. There were several programs utilized to reinforce skills and concepts such as Achieve 3000, iStation, Stemsopes, Cscope, etc.

3: Instruction by highly qualified professional teachers

CMS has a high staff retention rate. 100% of CMS staff is highly qualified. All staff and para-professionals have the highest certifications needed to be highly qualified. All courses taught at CMS were taught by highly qualified teachers. All instructional aides and other professionals who worked with

students were fully certified and qualified for the positions they held. 2 social studies teachers lack ESL certification. 1 SPED teacher lacks ESL certification.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Professional Development

Professional Development offered to staff was based on student areas of weakness with input from PLCs. Teachers and staff attended professional development based on campus needs and TTESS goals: Kagan Cooperative Learning, Achieve 3000 (new teachers), Instructional Framework, Dr. Mean Reading/Writing Strategies, ESL Strategies, Differentiation, Gifted & Talented Training, PBIS, new Math TEKS, new textbook training, and other individually selected teacher trainings.

5: Strategies to attract highly qualified teachers

There is a wide variety of ways teachers are recruited including district web site, job fairs, UTEP internships, internet and personal contacts. Staff works together in PLCs and in cross-curricular planning. District AP and CISD facebook page.

6: Strategies to increase parental involvement

The parent liaison position is devoted full time to recruit, invite and inform parents and community members to functions, events, meetings and conferences. The parent liaison also recruits partners in education for our campus.

The school messenger phone system is used by the parent liaison to contact parents and keep a strong channel of communication/connection between school and home.

CMS also has a parent/teacher organization that has and will assist in school events. The CMS Eagles PTO is currently raising funds to purchase items such as canopies, trees, outdoor benches, and furniture.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

5 to 6th - Fall - 6th Grade Open house - all 6th grades will have a private open house on September 3rd to have a meet and greet with their new teachers.

Spring - Fine arts students will visit incoming campuses to promote elective courses (Band, theater, choir perform for students and parents) Spanish and Art will provide student displays and presentations. Meet the Eagles night (May 25). Students will be invited to visit the campus, meet teachers, sign up for clubs and activities. All fine arts, cheer, and dance will perform. Parents will hear a quick presentation from principal. 5th grade campus tour - All incoming 6th graders will visit campus during the school day to tour the campus, receive CMS gift bags, visit student sponsored activity/elective displays.

8th to 9th - All 8th grade students will meet with high school counselors to decide on program of study. Two parent meeting will be held at CHS to inform parents of POS and course selections for 9th grade. 2 parent meeting will be scheduled for NWECHS (one at CMS one at AMS). All 8th graders will participate in CHS curriculum fair at CMS gym 1 on (November 2nd). All 8th grade students will take ASPIRE test on October 28th. All 8th grade students

will turn a PGP (personal Growth Plan) via PIT class on November 20th. NWECHS will host a new student recognition party at CMS for selected students on January 21st. All 8th grade students will take a college tour to UTEP or NMSU in May after STAAR test.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers are involved in decisions regarding the use of academic assessments to improve instruction, such as summer curriculum writing, CIC, A Team, department PLCs and grade level PLCs. Teachers are constantly monitoring and assessing their students and modifying their lessons to address the formative assessments created in PLCs. Teachers are constantly planning, discussing and reflecting on both instruction and assessment.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

As a committee we identified that the most glaring issue and the top priority for 2014-2015 will be to raise STAAR scores. We believe there are many reasons that STAAR scores at Canutillo Middle School dropped for the 2014-15 school year. The major issue was transitioning Math TEKS, heavy turnover in ELA dept. including the hiring of 2 brand new teachers. While the staff at Canutillo Middle School certainly strives for and believes in the success of all students, we have discovered that this accomplishment requires a change in the rigor of our day to day teaching. Students are coming to us with larger gaps in their learning therefore teachers will need to adjust what happens in their classroom to accommodate for the needs of these students. For example, the structure of mentoring minds for both math and reading have been adjusted to provide more targeted assistance for struggling students and special populations (ELLS, special education and 504). Additionally, the data revealed the STAAR scores for our LEP population dropped significantly; therefore, implementation of a language acquisition course and an exploring language course has been developed to assist these students. In addition, technological resources have been implemented in order to help the students further develop their academic language.

The data revealed that the Science and Social Studies scores have increased or stayed the same. Upon further review, we saw that the class sizes were larger than math and language arts. In the 2014-2015 school year, 8th grade students will have social studies every day.

10: Coordination and integration of federal, state and local services and programs

Local, state and federal funds, such as Title I, Title II, Compensatory Ed, Migrant, bilingual, and Special Education, were used to support the instructional programs on the campus. Federal, state, and local program guidelines were met in the funding and support of CMS educational initiatives. Monies were used in order to fund strategies addressing the goals and objectives identified in the CIP. Coordination of programs provided classroom needs, support instruction, support interventions, purchase software for use in instruction, employ campus support personnel, and ensure a safe, quality learning environment for all students on the CMS campus.

2015-2016 Campus Improvement Committee

Committee Role	Name	Position
Administrator	Mark Paz	Principal
Administrator	Adriana Herrera	Assistant Principal
Business Representative	Brent Rosen	Business Partner
Classroom Teacher	Monica Crocker	math teacher
Classroom Teacher	James Ennis	Science Teacher
Classroom Teacher	Patricia Gallardo	DAC
Classroom Teacher	Laura Lama	Social Studies Teacher
Classroom Teacher	Gabriel Moran	English
Classroom Teacher	Victoria Perea	CTE
Classroom Teacher	Christian Rodriguez	Fine Arts
Non-classroom Professional	Carol Cruz	Counselor
Non-classroom Professional	Barbara Peterson	IC
Non-classroom Professional	Monica Prieto	Counselor
Parent	Ana Ortiz	
Parent	Dona Sanchez	Parent