Canutillo Independent School District

Canutillo Middle School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness

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

Canutillo Middle School STEAM Academy is a campus wide T-STEM designated campus who provides Science, Technology, Engineering, Art, and Math instruction to 100% of the students enrolled. CMS enrollment is 567 students with 68% are economically disadvantaged making us a Title 1 campus. Of our student population 98% of our students are Hispanic and 22% are English language learners. Student being served under 504 program make up .08% and under SPED is 10%. Migrant and immigrant populations is under 1%. 14% of our student population are GT and will all take advanced academic courses.

Demographics Strengths

- Strong diverse and experience staff that is 100% highly qualified
- High student attendance rate (96.4%)
- Strong teacher collaboration
- Welcoming campus environment
- Approachable administration

Problem Statements Identifying Demographics Needs

Problem Statement 1: Declining enrollment in the past 4 year **Root Cause**: Boundary line restructuring

Problem Statement 2: Teachers are not prepared to effectively teach STEM/STEAM strategies **Root Cause**: Lack of teacher training and staff development

Student Academic Achievement

Student Academic Achievement Summary

STAAR Reading (ALL grade levels): 79% Approaches. STAAR Math (all grade levels: 84% Approaches. Writing (7th): 82% Approaches. Science (8th): 74%. Social Studies (8th): 57%. STAAR Meets (all grades): 40%.

Student Academic Achievement Strengths

- Excellent student to teacher ratio
- Effective implementation of MSTAR and Renaissance to monitor student progress (math & reading)
- Student performance on STAAR (Math, Writing, Science, closing the gap)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELL student population continue to struggle on STAAR/TELPAS in reading, writing, and oral fluency **Root Cause**: Continual academic gaps developed from elementary school and 6th grade

Problem Statement 2: Teachers struggle with differentiation of instruction for ELL, SPED, and GT students. **Root Cause**: Lack of teacher training and staff development

School Processes & Programs

School Processes & Programs Summary

CMS has an experienced staff. Majority of the staff have greater than 5 years of experience. All new hires to CMS have at least 2 full years of teaching experience. CMS staff had an attendance rate of 89.77% a large dip from 95% from previous year. 3.9% of absences were duty related and 5% were employee leave. CMS teachers benefit from having an Instructional Coach to support all teachers in the classroom and with TTESS and SLO evaluations. The IC has four years of teaching experience in the STEM/ELAR fields. Teachers attend trainings to assist in areas determined by their past TTESS evaluations and TTESS goals. All teachers with less than 3 years teaching experience are partnered with a mentor and attend CISD and CMS new teacher meetings. CMS is designated as a TEA T_STEM district and will be transitioning towards a STEAM Academy. 100% of CMS students will be exposed to PBL in all classes as well as a variety of STEM elective courses.

School Processes & Programs Strengths

- Established assessments to monitor student progress
- Creation of STEAM Academy to engage students
- Writing across the curriculum
- Extracurricular activities
- Program support
- Common planning time
- Timely and effective communication between Administration and Faculty/Staff
- Access to technology
- Exposure to on-line resources

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students lack 21st century skills necessary for college and career readiness **Root Cause**: outdated campus technology, limited engagement in CTE curriculum and limited funds

Perceptions

Perceptions Summary

CMS scored outstanding in Organizational Health Index (OHI). CMS as an organization falls under the Interdependent continuum in all major categories. Our primary area of focus this year will be cohesiveness. We want to ensure that all members of the organization believe in our mission and vision as a STEAM academy and trust in the process towards lasting success. We have a strong PTO and large number of parent VIP's. Our family atmosphere is inviting and welcoming to all guests. We have enrolled 42 new transfer students to make up for recent decline in enrollment caused by boundary redistricting.

Perceptions Strengths

- Strong campus communication
- Effective PLC's
- Strong teaching staff
- Good Moral
- Supportive administration
- Innovative vision and implementation of STEAM
- Established activities that involve parents
- Increased parent VIP's
- Regular parent meetings with administration
- Open door policy for parents and staff with administration

Problem Statements Identifying Perceptions Needs

Problem Statement 1: lack of materials to effectively establish a STEAM classroom environment **Root Cause**: limited funds

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
- 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 2017-18 school year.

Evaluation Data Source(s) 1: List of Programs

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.				
Critical Success Factors CSF 6 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 ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ◯ = No Progress ✖ = Discontinue							

Goal 1: Provide a Safe and Secure Environment

Performance Objective 2: In the 2017-18 school year, Canutillo Middle will reinforce emergency action plans monthly with all faculty, while practicing routine emergency drills to effectively execute the Emergency Operations Plan.

Evaluation Data Source(s) 2: Scchedule of emergency drills throughout the year

Summative Evaluation 2:

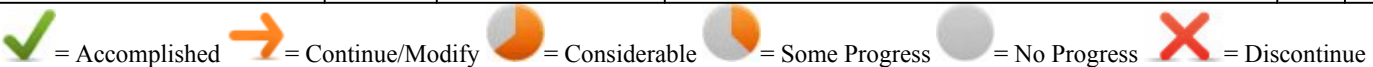| Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement campus emergency operations plan. To include activities: Provide EOP staff development, conduct all state required security audits, ensure fire drills are conducted 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.				
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Goal 2: Increase Student Academic Achievement

Performance Objective 1: CMS needs to improve in all tested subject areas by 3% with heavy focus on writing (79% to 82%), increase progress measures for ELL (61%-64%) and SPED (65%-68%).

Evaluation Data Source(s) 1: STAAR results

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 3 CSF 4 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, 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.				
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 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 federal programs.	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.				
PBMAS **Critical Success Factors** CSF 1 3) Provide tutorials in all tested subject areas before school, during the school day, after school, Saturdays, and Summer School.	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 - $0.00						
Critical Success Factors CSF 1 4) Comply with Response to Intervention and RTI Team requirements to develop a comprehensive plan for students at-risk of failing any tested subjects and/or STAAR tests.	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.				

System Safeguard Strategy **PBMAS** **Critical Success Factors** CSF 1 5) Utilize reading and math course interventions for struggling students identified by 2016 STAAR failures and low lexile scores.	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.
Critical Success Factors CSF 1 6) Monitor the progress of all 504 students in all subjects.	9	Assistant Principal, Imelda Selgado, Teachers, Instructional Coach.	Improvement on district common assessments, six week grades, and state assessments.
7) Provide supplemental instructional resources, aids and technology programs, software and equipment to support all at-risk students.	2, 4, 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.
Funding Sources: 185-State Compensatory Education - $0.00			
PBMAS 8) 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.
9) 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.
10) 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.		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.
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Goal 2: Increase Student Academic Achievement

Performance Objective 2: The percentage of students who reach Masters level will increase in Reading all grade levels by 5%: 16 STAAR Results 6th (11%) 7th Reading (11%), 8th reading (14%) on the 2018 STAAR test.

Evaluation Data Source(s) 2: STAAR results

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) Incorporate STEM design model instruction and critical thinking skills utilizing project based learning and STEAM activities in all classes.	2, 5, 9	Principal, Assistant Principal, Instructional Coach, Department Heads, classroom teachers	Lesson plans, walkthroughs, observations, Eduphoria Data, district common assessments, state assessments				
	Problem Statements: School Processes & Programs 1						
	Funding Sources: 185-State Compensatory Education - $25,000.00						
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Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Students lack 21st century skills necessary for college and career readiness **Root Cause 1**: outdated campus technology, limited engagement in CTE curriculum and limited funds

Goal 2: Increase Student Academic Achievement

Performance Objective 3: 100% of Advanced Academics students will achieve masters performance status on the 2018 STAAR test as reported in late spring that corresponds to their area of identified giftedness.

Evaluation Data Source(s) 3: STAAR results

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 2015-2016 school year.	4	Principal, Assistant Principal, Instructional Coach, Department Head, Teachers	Teachers submit certificates of completion. Instructional Coach will monitor opportunities for Staff development.				
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.				
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Goal 2: Increase Student Academic Achievement

Performance Objective 4: In the 2017-18 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, 2018 (Campus 78% at risk 73%).

    Evaluation Data Source(s) 4: STAAR results

    Summative Evaluation 4:

Strategy Description	**Title I**	**Monitor**	**Strategy's Expected Result/Impact**	**Reviews**			
				Formative			**Summative**
				Nov	**Jan**	**Mar**	**June**
1) Increase teacher awareness of at-risk criteria and the identification of at-risk students.	4	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.	9	Principal, Assistant Principal, Instructional Coach, Counselors	Reduce the amount of students attending summer school and State Assessment retakes.				
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) Incorporate STEM design model instruction and critical thinking skills utilizing project based learning and STEAM activities in all classes.	2, 9	Principal, Assistant Principal, Instructional Coach, Department Heads, CIC members	Resources embedded in lesson plans. Review product data generated from student use.				
		Problem Statements: School Processes & Programs 1 - Perceptions 1					
		Funding Sources: 185-State Compensatory Education - $20,000.00					
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.				
6) To provide at least one academic tutor in each core area.		Instructional Coach	CMS will higher 4 qualified tutors.				
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Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 1: Students lack 21st century skills necessary for college and career readiness **Root Cause 1**: outdated campus technology, limited engagement in CTE curriculum and limited funds
Perceptions
Problem Statement 1: lack of materials to effectively establish a STEAM classroom environment **Root Cause 1**: limited funds

Goal 2: Increase Student Academic Achievement

Performance Objective 5: By the end of the 2017-18 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 standards at all PLC's and campus staff development.

> **Evaluation Data Source(s) 5:** Sign in sheets/ Agendas/ lists of training and PLC sessions

> **Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.	4	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.				
System Safeguard Strategy **PBMAS** 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, 5	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.				
4) 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.				
	Problem Statements: Student Academic Achievement 2 - Perceptions 1						
	Funding Sources: 185-State Compensatory Education - $5,000.00						
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Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 2: Teachers struggle with differentiation of instruction for ELL, SPED, and GT students. **Root Cause 2**: Lack of teacher training and staff development
Perceptions
Problem Statement 1: lack of materials to effectively establish a STEAM classroom environment **Root Cause 1**: limited funds

Goal 2: Increase Student Academic Achievement

Performance Objective 6: At the beginning of the 2017-18 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) 6: Scheduled RTI meetings throughout the year

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.	5	Principal, Assistant Principal, Instructional Coach	Sing in sheets to campus staff development.				
3) Implement Tier II and Tier III classroom instructional strategies for all RTI identified students and teachers assisting with intervention.	3	Administration, Instructional Coach	Lesson Plans, PLC Binders, eduphoria data, common assessment data, State assessment data.				
System Safeguard Strategy	1	TALON (RTI) Team	Students exit RTI classes.				
Critical Success Factors CSF 1 CSF 2 CSF 7 4) Provide Instructional Resources to assist TIER 2 and Tier 3 RTI students in both English and Math.	Funding Sources: 211-Title I-Part A - $0.00						
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Goal 2: Increase Student Academic Achievement

Performance Objective 7: In the school year 2017-18, 85% of ELL and immigrant students will advance one level of English according to the STAR Renaissance and/or TELPAS.

Evaluation Data Source(s) 7: Results of STAR Renaissance and TELPAS

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy **PBMAS** 1) RTI focus for new comer 1-3 year in the US) students in language acquisition.		ELAR RTI Teacher, IC, RTI Committee members	Students will develop a better understanding of the english language by being placed in an RTI Language acquisition class every other day for the entire year.				
2) RTI focus for ELL students that have been coded ELL for more than 5 years (lifers).	1	Mrs. Salgado (RTI Teacher), RTI committee, LPAC committee	Students will develop reading and math comprehension skills, relearn skills they lack from previous grade levels, aguirre academic strategies for completing tasks, assignments, and test taking.				
		Problem Statements: Student Academic Achievement 1, 2					
System Safeguard Strategy **PBMAS** 3) ELL students struggling in Math or Reading will be placed in Mentoring Minds RTI class 35 minutes daily.	1, 10	RTI Teacher, RTI committee, LPAC committee	Students will develop missing academic skills necessary for classroom and STAAR success.				
		Problem Statements: Student Academic Achievement 1					
4) Academic Tutor from ALS, Migrant, and CMS will be assigned to assist struggling students within their reading, math, science, and social studies classrooms.	1, 10	IC, Classroom Teacher	Tutors will be present during first teach instruction and ensure that students understood concepts. Reteach missed concepts, assist with completion of tasks, chunk lesson etc.				
		Problem Statements: Student Academic Achievement 1, 2					
✔ = Accomplished → = Continue/Modify ◓ = Considerable ◑ = Some Progress ● = No Progress ✗ = Discontinue							

Performance Objective 7 Problem Statements:

Student Academic Achievement
Problem Statement 1: ELL student population continue to struggle on STAAR/TELPAS in reading, writing, and oral fluency **Root Cause 1**: Continual academic gaps developed from elementary school and 6th grade
Problem Statement 2: Teachers struggle with differentiation of instruction for ELL, SPED, and GT students. **Root Cause 2**: Lack of teacher training and staff development

Goal 2: Increase Student Academic Achievement

Performance Objective 8: By the 2017-18 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, 2018. (Gaps in reading of ELL to non ELL range from 20-48% based on grade level.)

Evaluation Data Source(s) 8: STAAR results
TAPR results

Summative Evaluation 8:

Strategy Description	Title I	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	10	Principal, Assistant Principal, Instructional Coach, teachers, ESL paraprofessional, LPAC committee.	Supplemental program data, progress monitoring for all ESL students every 3 weeks.				
2) Continue staff development on the English Language Proficiency Standards (campus-wide and departmental)	4, 5	Principal, Instructional Coach	Certification of completion.				
3) Provide at least one academic tutor for ELL subgroup	9	Instructional Coach	Tutor will be hired and placed in Math and English ELL courses.				
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.				
PBMAS 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.				
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Goal 2: Increase Student Academic Achievement

Performance Objective 9: CMS will improve student attendance rate from 96.6% to 97% for the 2017-18 School year.

    Evaluation Data Source(s) 9: Attendance Reports

    Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Provide incentives for perfect attendance every six weeks.		Attendance Clerk and Administration	increased attendance rates per six weeks.				
2) Provide additional incentives by grade level: Daily, weekly, monthly		Attendance clerk, Administration	Increase daily attendance to meet district/campus goals.				
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Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 1: 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 2017-18 school year.

Evaluation Data Source(s) 1: Lists of programs

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Students will participate in 3 or more no place for hate activities.		Counselors	Meet No Place for Hate deadlines and criteria approved by organization.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 2: In the school year 2017-18, 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 17-18

Summative Evaluation 2:

Strategy Description	Title I	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 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 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.		Assistant Principal, PBSI committee	Student handbook acknowledgement signed				
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.	5	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	PBIS 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.	6	Principal, SHAC, Health Teacher	PAC sign in sheets				

✔ = Accomplished ➡ = Continue/Modify 🟠 = Considerable ⚪ = Some Progress ⚪ = No Progress ❌ = Discontinue

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

Performance Objective 3: In the 2017-18 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 17-18

    Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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.	5	Principal and Office manager	Teacher sign in sheets, TEAMS reports.				
✔ = Accomplished ➡ = Continue/Modify ◖ = 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: In the 2017-18 school year, all Canutillo Middle School faculty will have a fully operational web page or learning platform that can be monitored by teachers, students and parents on a regular basis.

Evaluation Data Source(s) 1: Samples of webpages.

Summative Evaluation 1:

Strategy Description	Title I	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	Lesson Plans, walkthroughs, observations.				
2) Provide time during PLC's and teacher work days to build web-pages 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.				
4) Purchase various technology peripherals for access to all teachers. Purchase new, updated technology peripherals.		Principal, Assistant Principal, Instructional Coach	CIP, Technology inventory				
✔ = Accomplished → = Continue/Modify ◕ = 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 2017-18 school year, CMS Parent Teacher Organization (PTO) will increase participation of both parents and faculty by 20% (15 active to 20).

Evaluation Data Source(s) 2: Final results of participation rate

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for PTO to be present at campus events for increased exposure to parents.	6	Parent Liaison, Principal	PTO Sign in sheets.				
2) Create a PTO web-page link and Facebook profile.		PTO president, Principal, and Parent Liaison.	Frequent visits to web-page 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 ➡ = Continue/Modify ◔ = 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 2017-18 CMS will have 4 parent nights per semester for ELL/LEP parents to encourage participation in student learning.

Evaluation Data Source(s) 3: Scheduled dates for parent nights

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS 1) Create Cafe con Leche _ a designated parent day to meet with principal to address campus issues and academic participation.	6	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.	6	LPAC clerk, Instructional Leadership Team, ESL intervention Teachers.	Improved scores on TELPAS, STAAR, and six weeks grades.				
✔ = Accomplished ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✖ = Discontinue							

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

Performance Objective 1: In the 2017-18 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.

Evaluation Data Source(s) 1: Parent Sign in sheets/ Schedules &/or flyers of college/career activities for 17-18

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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 ➡ = Continue/Modify ◕ = Considerable ◔ = Some Progress ⚪ = No Progress ✖ = Discontinue							

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

Performance Objective 2: By June 2018, 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) 2: Schedules of activities

    Summative Evaluation 2:

Strategy Description	Title I	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.	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.				
4) Incoming 6th will be invited to participate in the STEM summer bridge camp.	1, 3, 9	Principal, Assistant Principal, Teachers	Students will be better prepared for 6th grade by being exposed to PBL and STEM focused instruction.				
	Problem Statements: Demographics 1, 2						
	Funding Sources: 185-State Compensatory Education - $6,000.00						

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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Declining enrollment in the past 4 year **Root Cause 1**: Boundary line restructuring
Problem Statement 2: Teachers are not prepared to effectively teach STEM/STEAM strategies **Root Cause 2**: Lack of teacher training and staff development

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

Performance Objective 3: During the 2017-18 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) 3: Lists and schedules of activities

   Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				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, web-page, facebook.				
2) Provide 2 transition meetings for inbound 6th graders.	7	Instructional Leadership Team	Call-outs to parents, monthly newsletters, marquee, web-page, facebook.				
3) Showcase Fine Arts and electives students perform and display student work		Instructional Leadership team/ Fine Arts dept head	Monthly activity calendars				
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System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	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 federal programs.
2	1	5	Utilize reading and math course interventions for struggling students identified by 2016 STAAR failures and low lexile scores.
2	5	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.
2	6	4	Provide Instructional Resources to assist TIER 2 and Tier 3 RTI students in both English and Math.
2	7	1	RTI focus for new comer 1-3 year in the US) students in language acquisition.
2	7	3	ELL students struggling in Math or Reading will be placed in Mentoring Minds RTI class 35 minutes daily.

State Compensatory

Budget for Canutillo Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
185.11.6117.05.041.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	$9,604.00
185.11.6117.40.041.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	$18,831.00
185.11.6118.00.041.30	6118 Extra Duty Stipend - Locally Defined	$768.00
185.11.6119.00.041.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	$70,020.00
185.11.6126.03.041.30	6126 Part Time Support Personnel - Locally Defined	$23,518.00
185.11.6129.00.041.30	6129 Salaries or Wages for Support Personnel	$15,971.00
	6100 Subtotal:	**$138,712.00**
6300 Supplies and Services		
185.11.6329.00.041.30	6329 Reading Materials	$2,000.00
185.11.6398.00.041.30	6398 Computer Supplies/Software - Locally Defined	$10,000.00
185.11.6399.00.041.30	6399 General Supplies	$2,600.00
	6300 Subtotal:	**$14,600.00**
6400 Other Operating Costs		
185.11.6494.00.041.30	6494 Reclassified Transportation Expenses	$4,500.00
	6400 Subtotal:	**$4,500.00**

Personnel for Canutillo Middle School:

Name	Position	Program	FTE
Erika Helena Venalonzo	Aide	At-Risk Aide	1
Lisa M. Adame	Teacher	ELAR	80
Roberto Perez Jr	Teacher	Math	20
Rose Mary Cereceres	Teacher	Math	20

Title I

Schoolwide Program Plan

CMS has transitioned into a STEAM (Science, Technology, Engineering, Art, and Math) Academy. 100% of our students participate in the Academy. The following classes are offered to all students by grade level: 6th - Gaming, Green Architectural Design 7th - Automation and Robotics, Engineering and Design 8th - AP Creators, Computer Science for Innovators and Makers. Not only will we offer STEM based courses as required electives, all classes, all subjects, all grade levels, will provide a minimum of two Project Based Lessons per year (1/semester). We will continue our comprehensive RTI program for struggling students with an emphasis on Reading and Math. Students not requiring RTI will be exposed to 35 minutes of exploratory (STEAM) based learning activities during Mentoring Minds.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

- Develop and train teachers for Project based learning and STEAM instruction
- Decrease low performance of ELL's and SPED students on STAAR
- Increase the percentage of students receiving Meets and Masters level performance on STAAR 6-8.
- Continue to close the performance gap of At-Risk students in reading and math
- Focus on 8th grade Social Studies to improve STAAR performance (56%)
- Decrease teacher absences (non-duty related)
- Improve student attendance (goal of 97%)
- Continue with RTI focus of struggling readers
- Increase parental involvement towards academic initiatives

2: Schoolwide Reform Strategies

- Improve excessive absences/tardies (target goal of 97%)
- Promote/Advertise STEAM Academy
- Create summer bridge camp (STEM)
- Improve reading comprehension and fluency and math application campus wide
- Implement PBL into all classroom instruction
- increase cross-curricular planning
- Provide classroom supplies/materials/resources to target Tier 2 and Tier 3 RTI students
- Improve student used technologies campus wide (laptops, desktops in labs, tablets)

3: Instruction by highly qualified professional teachers

- 100% of all CMS faculty are highly qualified. Only 2 teachers on campus have fewer than 3 years of teaching experience
- Majority of the campus has veteran teachers with more than 6 years of experience
- New teacher highers will be required to have ESL certification
- New SPED teacher highers will need Generalist 4-8 certification as well as SPED certification
- All new teachers will be assigned a mentor teacher for the first 2 years at CMS
- CMS has a lead mentor teacher to oversee all new teachers and CISD mentor-ship programs

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

- CMS faculty will attend required updates for SPED, GT, AP, and ESL certification
- Professional Development will be selected based on campus focus of STEM, reading comprehension, math application
- PD will be selected based on TTESS PD goals of each teacher
- STAFF members will attend all district required PD
- Classroom Aids/Paraprofessionals will attend at least 1 content specific training
- All faculty will meet monthly during district approved PLC dates
- CMS will allow 2 PLC all day trainings to review RTI data and discuss RTI student needs and placement
- PBIS training for selected teachers

5: Strategies to attract highly qualified teachers

- Strong reputation within the community will attract strong teacher applicants.
- STEAM Academy will continue to attract strong applicants
- Strong OHI will allow CMS to be a campus destination
- All practicums require that applicants teach their content area upon interviewing with committee members

6: Strategies to increase parental involvement

- STEAM Academy will help promote campus activities
- Increase VIP applications by recruiting at open house
- attend Breakfast with the Principal at Garcia, Jose Damina, and Bill Chilldress Elementary schools to recruit parents
- Hold a minimum of 10 parent activities per semester
- Be active PTO member
- Welcoming environment for all parents and guests

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

CMS will have the following transition events for incoming 5th grade students and outbound 8th:

- Campus tour for all 5th in May
- STEAM Tour for all 5th in May
- Parent night (Meat the Eagles) for incoming 5th in May
- Campus (GE, JDE, BCE) visits by our Art/STEAM programs in December and March
- STEAM summer bridge program - incoming 5th graders (June)
- CHS Tour for all 8th graders
- NWECHS - meet with all 8th graders at CMS (November) during Mentoring Minds
- NWECHS - Parent night
- CHS counselors visit CMS to complete 4 year plan for all 8th
- T-STEM presentations by CHS for all 8th
- TSI testing and retesting for all 8th (October and May)

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

- ILT team (all department heads) meet monthly to discuss academic assessments
- PLC's review all unit and district common assessments
- PLC's build unit assessments by grade level
- CMS has a minimum of 1 core teacher per content area attend summer curriculum writing
- CIC members review all instructional programs
- RTI committee reviews as instructional interventions and student monitoring data every 6 weeks

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

- Interactive RTI plan for every student who is one or more grade levels below current grade level in reading or math
- Students tiered into levels 1-3
- Level 3 students needing math support will be scheduled in RTI math elective
- Level 3 in reading will be scheduled into RTI reading elective
- Level 2 will receive RTI reading or math Mentoring Minds RTI 35 daily
- Level 1 RTI is conducted in class with teacher and academic tutor

10: Coordination and integration of federal, state and local services and programs
- Campus participates in all Federally required programs with direction from Student Support Services and CISD compliance director
- Campus participates in a state and local required programs with direction and monitoring by Student Support Services and CISD Compliance Director

Title I Personnel

Name	Position	Program	FTE
Ana Luisa Gomez	Library Aide Paraprofessional	Library Services	1
Devin Roush	Instructional Coach	Instruction	1
Elsa Romero	Parent Liaison	Parent Support	1

2017-2018 Campus Site-Based Commitee

Committee Role	Name	Position
Administrator	Mark Paz	Principal
Non-classroom Professional	Isaura Prado	Office Manager
Classroom Teacher	Laura Lama	Social Studies
Classroom Teacher	Patricia Montiel	Science
Classroom Teacher	Selina Stair	English/SPED
Classroom Teacher	Carol Sherman	CTE
Classroom Teacher	Lillia Villanueva	Math
Parent	Ana Ortiz	Parent
Administrator	Barbara Peterson	Assistant Principal
Non-classroom Professional	Monica Preito	Counselor