

Canutillo Independent School District
Jose Alderete Middle School
2017-2018 Campus Improvement Plan



Mission Statement

WE LOVE KIDS!

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

Vision

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

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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The largest deficiencies and greatest area of concern is with the performance of the incoming 8 th grade group of students. Their overall performance on the STAAR tests was below expectations. Their performance was as follows: 7th Grade Reading- 56%; 7th Grade Math- 60%; and 7th Grade Writing- 60%. This group is also heavily represented with LEP students. With 64 students identified as LEP, AMS had low success rates with students passing the STAAR Reading.	57
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alderete Middle School serves 725 students in grades 6-8, with a continued population growth. AMS has an approximately 73% are classified as economically disadvantaged making us a Title I campus. Since the 15-16 school year, AMS has increased in student population (73) with greatest growth in the 6th and 7th grade. The ethnic composition has remained essentially the same for the past ten years (96% Hispanic, 3% White, and 1% Other). The population of ESL student population grew from 181 to 202, about 30% of the student population is classified as English Language Learners.

For 2015-2016, Alderete had 60 staff members (42 teachers). The ethnic breakdown of the teachers is 67.8% Hispanic, 11.8% White, 2.3% African American, 2.3% Asian with a gender composition of 35.1% males and 64.9% females. 79% of teachers at AMS have more than 5 years of educational experience (25.2% 6-10 years experience; 28.1% 11-20 years experience; 25.7% over 20 years experience) and 35.1% have advanced degrees.

Demographics Strengths

- Increased student population.
- Attained 5 of the 7 TEA distinctions.
- Increased ELL student population.
- Increased Economically disadvantaged population.
- Knowledgeable and experienced staff.
- attendance to tutoring and Saturday school

Problem Statements Identifying Demographics Needs

Problem Statement 1: Class sizes have increased from 14.8 student/teacher ratio to 15.9 **Root Cause:** Increase in student population while the teaching staff numbers have remained the same.

Problem Statement 2: The campus has decreased in at-risk student population. **Root Cause:** Proper and accurate identification of all students to receive all available sources of funding.

Problem Statement 3: Title I funding for economically disadvantaged students decreased from prior trends. **Root Cause:** Counts of students classified as

low SES are inaccurate.

Problem Statement 4: Student access to technology is limited. **Root Cause:** Not enough Title I funding to augment technology devices.

Student Academic Achievement

Student Academic Achievement Summary

AMS has meet standard on the TEA 16-17 academic performance report. We earned 3 of the 7 distinctions for the 16-17 school year: Academic Achievement in English Language Arts/Reading; Academic Achievement in Social Studies; and Postsecondary Readiness. For the 2017 STAAR administration students performed as follows:

6th Grade Reading- 62%

6th Grade Math- 68%

7th Grade Reading- 56%

7th Grade Math- 60%

7th Grade Writing- 60%

8th Grade Reading- 83%

8th Grade Math- 77%

8th Grade Social Studies- 72%

8th Grade Science- 82%

Student Academic Achievement Strengths

- Implementation of Franklin Covey's *Leader in Me* curriculum
- Met 3 of 7 TEA performance distinctions.
- Curricular focus on student success not test preparation.
- Experienced faculty.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Performance of student subgroups did not match campus average. **Root Cause:** Need for strategic intervention periods and additional services need to be provided.

Problem Statement 2: Student performance in ELA assessments decreased across the board. **Root Cause:** Reading classes for RTI were higher in student/teacher ratio, there is a specific need for additional RTI course sections.

Problem Statement 3: Performance in all tested subjects decreased from the 15-16 school year from the 16-17 school year. **Root Cause:** Increased class sizes and reduced student motivation.

Problem Statement 4: Momentum from student achievement is lost during summer months. **Root Cause:** Lack of access to summer leadership academy.

School Processes & Programs

School Processes & Programs Summary

Alderete Middle School promotes a highly rigorous curriculum with built in daily intervention periods (mentoring minds). Tutoring is available for all core content areas and will be expanded for the 17-18 school year. AMS teachers have high expectations for their students and structure an instructive environment that provides for students to meet those expectations.

A medical academy is in place for 6th grade students that will continue to expand in the coming years. There is a wide array of advanced academic courses that include Pre-AP and AP courses. Each student works with their guidance counselor to select appropriate courses and begin to trace their path towards high school graduation plans at an early age. Every student can select any course that will challenge them academically.

Teachers develop common lesson plans and provide for a common assessment at the end of each unit, this is part of the district guarantees and allows for data analysis during PLC time which provides for a plan to reteach and provide interventions. Data drives instructional decisions at AMS.

As part of the college readiness efforts, every 8th grader at AMS completes the Texas Success Initiative (TSI) assessment which qualifies them for college-level courses at the high school level.

Most of the instructional staff at AMS has over 5 years experience. All teachers and paraprofessionals at AMS are highly qualified. Teachers have a common preparation period to allow for PLC activities such as common planning, common assessment development, data analysis and sharing of best practices.

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

School Processes & Programs Strengths

- A large number of advanced academic courses provided across all content areas.
- Offer Pre-AP/AP courses to 8th grade students for high school credit.
- Implementation of an advisory/RTI intervention period for all students.
- Unit common assessments for all core content.
- Common lesson plans.
- Administration present at PLC's.

- For the 17-18 school year, student portal will be utilized in addition to parent portal.
- Received four distinctions for the 16-17 school year.
- Teacher lesson plans uploaded weekly and checked by administrative team.
- Silent reading time provided twice a week for all students.
- Various teaching styles are used to provide active learning environments.
- Evaluation of data drives curriculum and instruction.
- Highly qualified teachers.
- High percentage staff attendance.
- Teacher retention is very good.
- All departments have PLC meetings twice a week.
- Instructional coach at the campus to work with all teachers.
- Opportunities provided for professional development.
- Computer labs available on campus for student use.
- Teachers have a laptop issued to them.
- Some classrooms have ceiling mounted LCD projectors.
- Medical academy students have technology device issued to them.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Educational technology is hindering instruction instead of facilitating. **Root Cause:** Necessary technology is not available for teachers on campus. Additionally, professional development for educational technology is not expansive.

Problem Statement 2: Innovative tutoring efforts (Saturday, Friday school) was not data driven and was not impacting scores. **Root Cause:** Combination of detention and tutoring was not being effective.

Problem Statement 3: RTI efforts were not impacting student learning. **Root Cause:** Lack of a structured advisory time that focuses on student learning, intervention and study skills.

Problem Statement 4: OHI indicated a lower morale than prior years. **Root Cause:** Communication between administrative and teaching staff not clearly communicated.

Problem Statement 5: New teachers not been provided with adequate support. **Root Cause:** Lack of a new teacher mentor program.

Problem Statement 6: Outdated technology is hindering instruction rather than facilitating. **Root Cause:** Lack of allotted funding to improve the infrastructure and hardware at the campus level.

Problem Statement 7: Insufficient computer lab time for students. **Root Cause:** Insufficient hardware available and in need of repair/replace.

Problem Statement 8: Technology hindering instruction. **Root Cause:** Lack of professional development in usage of instructional technology.

Perceptions

Perceptions Summary

Alderete Middle School is regarded by students, teachers, staff and community members as a top-tier educational institution. Our campus is a safe campus where individual differences are accepted as we are part of the no place for hate network. Alderete M.S. has a large number of student transfers from within the Canutillo ISD boundaries and extends to neighboring districts.

The campus operates on a block schedule which allows for extension of teaching time and utilizing a double-block course system, the school community can prioritize areas of strength and growth. Our block schedule also provides for less transition times and provides a safer campus and decreases instructional time lost by tardiness and transition times.

AMS has a highly involved faculty and staff that make this institution a top academic school. The AMS faculty and staff coordinate to be highly visible during lunch, before and after school. All teaching staff has a common PLC twice a week that focuses on improving teaching and learning. With the district guarantees in place, PLC meetings serve as an ideal avenue to refine the educational journey of our students.

The community, Canutillo, values learning and the efforts of its schools in CISD as we move towards student success. Traditionally, efforts to increase parental involvement at AMS have become stagnant over the past few years. However, last school year (16-17) parent groups began the process of starting a PTO and although such efforts did not provide for the formation of such group, the school leadership team has seen the need to establish clear lines of communication that will lead towards a joint effort in education the whole-child.

AMS has a full time parental liaison on staff that is working tirelessly to provide communication to parent groups. Social media presence will augment those efforts and it is the campus' initiative to provide more frequent communication with all stakeholders as we move towards being a community school center.

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

Perceptions Strengths

- Strong school pride
- A leadership culture has been developed for students in the AMS curriculum.
- Well established teachers, with low turn over rate.
- Avenues for staff and student recognition.
- support of migrant family programs.
- Provide a bilingual, welcoming environment to our parents.

- AMS has a full time academic language services (ALS) coordinator along with a full time parent liaison.
- CISD provides dinner programs at our neighboring elementary school.
- Parents can monitor student success through parent portal.
- The school marquee and messenger calls update parents with campus happenings.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Behavioral concerns and problems arise during transition times, lunch, before and after school. **Root Cause:** Lack of adult supervision during these times.

Problem Statement 2: The same students that exhibit behavioral problems continue to do so throughout the school year. **Root Cause:** Lack of PBIS implementation to reduce repeat offenders.

Problem Statement 3: Parent involvement is not as present as the AMS community needs. **Root Cause:** Lack of communication with parents and all stakeholder. Communication not provided timely and in both English and Spanish.

Problem Statement 4: Parents do not participate actively in the decision making process. **Root Cause:** Campus improvement committee was not meeting regularly, and parent or area business participation was not present at most of those meetings.

Problem Statement 5: Families of incoming students were unaware of campus expectations and services. **Root Cause:** Lack of a 6th grade transition program.

Problem Statement 6: Families were not familiar with campus leadership or staff. **Root Cause:** Diminished monthly parent/leadership meeting opportunities.

Problem Statement 7: Transition periods between classes can be disorganized and not allow students to get to classes in a safe, timely manner. **Root Cause:** A well-balanced duty schedule and adherence to it was not achieved for 16-17 school year.

Problem Statement 8: Campus based instructional technology is outdated and not facilitating instruction. **Root Cause:** Campus investment in technology has not been prioritized.

Problem Statement 9: Communication at the campus level is not provided in a timely manner. **Root Cause:** Campus improvement committees, and communication committees were not provided the adequate voice for 16-17 school year.

Problem Statement 10: Teacher effectiveness and professional growth particularly of new faculty (0-5 years experience) is not properly facilitated. **Root Cause:** Lack of mentoring programs, T-TESS communication on Eduphoria not provided on a timely basis, and PLC times not structured.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- 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
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating 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
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (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.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- Mobility rate, including longitudinal 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
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals







Goal 1: We will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.

Performance Objective 1: During the school year 2017-2018, AMS will continue supporting the framework (School Wide Positive Behavior Intervention Support) for establishing the social culture and behavioral supports needed for AMS to decrease disciplinary referrals and improve in all Benchmarks of Quality as measured by PBIS rubric.

Evaluation Data Source(s) 1: PBIS report

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) A campus administrator and staff member will coordinate the implementation of School Wide Positive Behavior Intervention Support.		Prevention Specialist; Campus Administration	*Meeting agendas and minutes *Meeting sign in sheets				
2) PBIS campus team will include: administrator, counselor, parent, teacher, staff and student representation.	6	Prevention Specialist; Campus Administration	*Meeting agendas and minutes *Meeting sign in sheets				
3) PBIS team will implement the PBIS model including: meeting on a monthly basis (minimum) to conduct needs assessments, analyze data, identify and target campus needs through the implementation of evidence-based practices.		Prevention Specialist; Campus Administration	*Meeting agendas and minutes *Meeting sign in sheets *Discipline quarterly reports *Campus needs assessment *Action plans				
4) PBIS campus team will attend a minimum of 2 local PBIS trainings per year and one regional conference.		Prevention Specialist; Campus Administration	*Meeting agendas and minutes *Meeting sign in sheets				
Critical Success Factors CSF 6		Prevention Specialist; Campus Administration	Campus being designated as a "No Place for Hate" school				
5) The campus will implement the "No Place for Hate" initiative and will conduct 3 separate activities throughout the year.							

6) 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 and 7th, 9th.		Prevention Specialist, Support Services Director, Campus Administration	*Classroom rosters *Prevention schedules				
7) Through the student support department parents will be educated on substance abuse and violence prevention at parent meetings or events.	6	Prevention Specialist; Support Services Director; Campus Administration	Sign in sheets				
8) The campus assistant principal will be trained to provide formal training to staff to accurately identify and report bullying in accordance with the Texas Anti-bullying law.		Principal Assistant Principal	Training through region 19 or other vendor Agenda for staff training				
Critical Success Factors CSF 6	1	PBIS committee; administrative team	Periodic meetings will demonstrate revision of implementation plan.				
9) Continue utilizing the PBIS committee to revise all aspects of PBIS implementation.	Problem Statements: Perceptions 1, 2						
Critical Success Factors CSF 5	4, 6	administrative team; parental liaison	Parents will be a part of plan creation.				
10) Parents will participate in PBIS ratification and implementation.	Funding Sources: 211-Title I-Part A - \$0.00						
Critical Success Factors CSF 6		Administrative team, counselors, teachers	A reduction of discipline referrals will occur as PBIS reflections become fully implemented.				
11) Implement PBIS reflection documents facilitated by counselors and administrative team will utilize positive campus impact consequences rather than negative consequences.	Funding Sources: 199-Local Funds - \$0.00						
12) Coordinated School Health Team will address the eight components and benchmark data utilizing the quarterly reports.		Administrative team, Student Support Services	Meetings/ Sign in - every 6 weeks- benchmark data results will take place in Spring 2018				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 1: Behavioral concerns and problems arise during transition times, lunch, before and after school. Root Cause 1: Lack of adult supervision during these times.
Problem Statement 2: The same students that exhibit behavioral problems continue to do so throughout the school year. Root Cause 2: Lack of PBIS implementation to reduce repeat offenders.

Goal 1: We will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.

Performance Objective 2: AMS will provide a minimum of three activities to students that promote a safe and drug free school throughout the 2017-2018 school year.

Evaluation Data Source(s) 2: list of activities

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AMS will recognize Red Ribbon week with MM lesson plans and dress up days which support drug free schools.		AP Counselors	Activity Calendar lesson plans				
2) Guidance presentations on safe and drug free schools will be presented to 6th and 7th grade students.		Counselors	Lesson Plans				
3) Informational fliers will be given to parents at Parent Conferences on safe and drug free schools.	6	Parent Liaison	Fliers				
							

Goal 1: We will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.

Performance Objective 3: AMS student discipline referrals will decrease by 5% for the 2017-2018 school year.

Evaluation Data Source(s) 3: Number of referrals compared to 16-17 school year

Summative Evaluation 3:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Administrative Team will give presentations on student expectations and PBIS strategies and matrices during Mentoring Mind classes.	5	Principal Asst. Principal PBIS Committee	Comparison Reports Referrals				
PBMAS 2) AMS will decrease ISS and OSS placements through the use of PBIS practices by a total of 5% over the 2017-2018 academic year.		Assistant Principal PBIS Committee	TEAMS Reporting Data				
							

Goal 1: We will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.

Performance Objective 4: The Emergency Operations Plan will be updated for the 2017-2018 school year and reviewed by 100% of the faculty and staff and situational drills will be practiced on a time frame established by district and state policies.

Evaluation Data Source(s) 4: EOP binder

Summative Evaluation 4:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monthly drills-fire, shelter in-place, lock down lights off, evacuation and reverse evacuation etc. and monthly safety topics as determined by the district.		Assistant Principal	Calendar of drills				
2) All staff will be trained by district personnel on emergency operations.		Principal	School will provide a safe learning environment.				
							

Goal 1: We will optimize a functional, secure, safe, and inviting learning environment with facilities conducive to effective learning.

Performance Objective 5: AMS will maintain the process of The Leader in Me for the 2017-2018 school through weekly lessons and activities during mentoring minds class that fulfill the Franklin Covey Grant requirements to establish our campus as a "Lighthouse Campus".

Evaluation Data Source(s) 5: Leader in Me lessons for 17-18

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 4 CSF 6</p> <p>1) AMS will establish a Lighthouse Committee that will focus on the implementation of The Leader in Me curriculum for the 2017-2018 school year.</p>	1	Principal, Counselor, Committee	Each week will have 2 lessons that will be directed at students in their MM classes.				
Funding Sources: 199-Local Funds - \$6,150.00							
2) The Lighthouse committee will achieve each of the goals identified for the successful completion of the first year and as outlined by the grant.		Lighthouse Committee	The Leader in Me (Online) will track our successful completion of each task by the conclusion of the school year.				
							

Goal 2: Increase Student Academic Achievement

Performance Objective 1: For the 17-18 school year, AMS will increase performance in all tested core subjects as demonstrated by the state assessments and meet expectations in all areas and raise scores as follows: Mathematics from 72% to 85%; Reading from 69% to 80%; Science from 75% to 85%; Writing from 59% to 70%; Social Studies from 58% to 70%.







With an individual breakdown as follows: Reading [6th grade from 60% to 70%; 7th grade from 68% to 75%; 8th grade from 83% to 90%] Writing [7th grade from 59% to 70%] Mathematics [6th grade from 62% to 70%; 7th grade from 71% to 85%; 8th grade 83% to 90%] Social Studies [58% to 70%]

AMS will also improve our Level 3 Advanced performance in Reading to 20%, Math to 20% Social Studies to 25%, Science to 30% and Algebra I to 60%.

Evaluation Data Source(s) 1: STAAR Results
TAPR

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) Continue to implement Texas Essential Knowledge Skills (TEKS) using TEKS Resources program in all content areas to include the upload of Learning Goals, Proficiency Scales and associated common assessments.	2	Principal Assistant Principal Instructional Coach	Lesson Plans PLC Agenda's TEKS Resource System				
Critical Success Factors CSF 1 CSF 2 CSF 4 2) Continue utilizing available resources to implement the district's guarantees in every classroom for every learner.	2, 8	Instructional Coach, Principal, Assistant Principal, Department heads,	Eduphoria Reports, common grade level plans, Common assessment blueprint guides.				
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 3) Provide structured tutoring programs for all students across all core subjects, tested or not. Tutorials will occur during school, before and after school, Saturday and implement a homework hot line.	9, 10	All core teachers, assistant principal, instructional coordinator, instructional technology.	Attendance to tutorial sessions will increase and directly correlate with student course pass rates, performance on mock testing, performance on common assessments.				
Funding Sources: 185-State Compensatory Education - \$0.00, 211-Title I-Part A - \$0.00							

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Implement a Response to Intervention (RTI) period to provide intervention strategies to all students struggling academically. An RTI committee composed of campus instructional staff will be trained and facilitate the RTI approach.</p>	2, 3, 8	Principal, counselors, RTI committee	The master schedule will reflect an ungraded advisory period to be utilized for RTI intervention. The RTI committee will develop their skills by on-going training provided.					
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 185-State Compensatory Education - \$0.00</p>								
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 5</p> <p>5) Provide incentives and academic recognition for academic achievement.</p>	6	Principal, assistant principal, Counselors	AMS will host awards assemblies for students every 9 weeks.					
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 199-Local Funds - \$0.00</p>								
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>6) AMS will provide summer school for 8th grade students who fail the Reading and Math STAAR.</p>		Principal, Assistant Principal, IC, Summer School Administrator	Summer School Rosters 3rd Administration of STAAR (Summer 2016)					
<p>Funding Sources: 185-State Compensatory Education - \$0.00</p>								
<p>7) Continue to offer Pre-AP courses to 6th grade, for 7th and 8th grade students</p>		Principal, Counselors	Principal, Counselors					
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1</p> <p>8) Develop an RTI Team and attend training through the local Regional service center that supports our process implementation of our new Rtl Processes.</p>	1, 4, 10	Principal, and RTI Committee	Committee will develop scheduling strategies and identification mechanisms for RTI referrals.					
<p>Funding Sources: 211-Title I-Part A - \$0.00</p>								
<p>9) -</p>								
<p>Critical Success Factors CSF 1</p> <p>10) Incorporate the writing process and silent reading in all advisory periods at least twice a week.</p>								
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: 211-Title I-Part A - \$450.00</p>								
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>								

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: Performance of student subgroups did not match campus average. **Root Cause 1:** Need for strategic intervention periods and additional services need to be provided.

Problem Statement 2: Student performance in ELA assessments decreased across the board. **Root Cause 2:** Reading classes for RTI were higher in student/teacher ratio, there is a specific need for additional RTI course sections.

Problem Statement 3: Performance in all tested subjects decreased from the 15-16 school year from the 16-17 school year. **Root Cause 3:** Increased class sizes and reduced student motivation.


Goal 2: Increase Student Academic Achievement

Performance Objective 2: Students will have an equitable opportunity to receive high quality instruction in every classroom as stated in the school mission. Performance variance among teachers of same content and grade level will be reduced from +/- 30% to +/-5% in all classrooms.

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

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will attend high quality professional development as a professional learning community to equally impact all classrooms.</p>	3, 4, 5	Principal, Assistant Principal, Instructional Coordinator, Department chairs.	<p>At the conclusion of the year, variance in teacher performance as indicated by state assessments will be statistically insignificant.</p> <p>Common assessments will demonstrate equal performance by students in all classrooms.</p> <p>Common lessons will be taught and developed in all areas</p>				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 255-Title II-Part A Teacher/Principal - \$1,500.00</p>							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Utilizing the district guarantees as a baseline, all instructional PLC's will maximize the use of time by planning within the four quadrants of instruction.</p>	4, 5	Principal, Assistant Principal, Instructional Coach, Department chairs	<p>PLC will become highly functional and utilize all available time in planning and refining instruction.</p> <p>Principal will implement a weekly newsletter to inform staff of weekly issues at AMS rather than utilizing PLC planning time.</p> <p>Instructional leadership team will work with grade levels in the different PLC in each content area to provide for common planning and lesson delivery.</p> <p>Department will have a monthly PLC meeting to deal with department issues.</p>				
<p>Problem Statements: Student Academic Achievement 3 - School Processes & Programs 5 - Perceptions 10 Funding Sources: 211-Title I-Part A - \$1,500.00</p>							

System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 3) AMS will provide needed classroom materials that support all students in the classroom including state-adopted materials. Particular focus will be placed on materials to ensure the success of all subgroups.	1, 8	Principal	All materials will be purchased prior to the end of the first semester.				
	Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 2 Funding Sources: 211-Title I-Part A - \$1,900.00						
4) Require all core and co-curricular subject teachers to attend weekly PLC meetings to address data, student work and interventions.		Administrative Team	Agenda of PLC, sign-in sheets will demonstrate that each PLC is focused on the questions on the PLC handbook.				
	Problem Statements: Student Academic Achievement 1, 2, 3						
5) Staff will attend on-going professional development available through campus, district and off site.	5, 10	Staff	PD sign up.				
	Funding Sources: 211-Title I-Part A - \$100.00, 255-Title II-Part A Teacher/Principal - \$0.00						
							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Performance of student subgroups did not match campus average. Root Cause 1: Need for strategic intervention periods and additional services need to be provided.
Problem Statement 2: Student performance in ELA assessments decreased across the board. Root Cause 2: Reading classes for RTI were higher in student/teacher ratio, there is a specific need for additional RTI course sections.
Problem Statement 3: Performance in all tested subjects decreased from the 15-16 school year from the 16-17 school year. Root Cause 3: Increased class sizes and reduced student motivation.
School Processes & Programs
Problem Statement 2: Innovative tutoring efforts (Saturday, Friday school) was not data driven and was not impacting scores. Root Cause 2: Combination of detention and tutoring was not being effective.
Problem Statement 5: New teachers not been provided with adequate support. Root Cause 5: Lack of a new teacher mentor program.
Perceptions
Problem Statement 10: Teacher effectiveness and professional growth particularly of new faculty (0-5 years experience) is not properly facilitated. Root Cause 10: Lack of mentoring programs, T-TESS communication on Eduphoria not provided on a timely basis, and PLC times not structured.

Goal 2: Increase Student Academic Achievement

Performance Objective 3: 100% of all eligible 8th grade students will develop a four year plan (PGP), through their Career and Technology teacher for the 2017-2018 school year.

Evaluation Data Source(s) 3: Completed PGP's of all eligibile 8th grade students

Summative Evaluation 3:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Guidance presentations will be given to 8th grade classes with information on college admissions, financial aid, dual credit, and Northwest Early College	7	Counselors	Lesson Plans				
2) Utilize resources for students and the school which will focus on college readiness.		Principal Counselors	PO's				
Funding Sources: 199-Local Funds - \$0.00							
3) Personal Graduation Plans will be completed with parental and student input for students who failed STAAR assessment.	2, 6	Principal, CTE Coordinator, Counselors, Instructional Coach.	PGP's				
							

Goal 2: Increase Student Academic Achievement

Performance Objective 4: AMS dropout rate for grades 6-8 will continue to be at 0% for the 2017-2018 school year.

Evaluation Data Source(s) 4: Reports

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counseling for at-risk students to be provided and purchase needed materials.		Counselors	Counselor sign-in sheets At-Risk Folders Purchase orders				
Problem Statements: Demographics 2 Funding Sources: 199-Local Funds - \$0.00							
PBMAS Critical Success Factors CSF 1 2) At-Risk students will have an individual plan which will be updated and monitored yearly.		Instructional Coordinator Counselors PEIMS Clerk RTI Committee/Eagle Recovery	At-Risk Folders				
Critical Success Factors CSF 1 3) Purchase supplies to support study skills for students to use in classrooms in order to ensure academic success and reinforce curriculum objectives through organizational skills for at-risk students.	8, 10	Office Manager Teachers	P.O.s				
Funding Sources: 211-Title I-Part A - \$2,977.58							
System Safeguard Strategy Critical Success Factors CSF 1 4) Students who are unsuccessful in STAAR testing will have a personal graduation plan developed with parental input.		Counselors, Instructional Coach	PGP's				
5) Enhance reading resources through the purchase of new reading materials for use in the classroom and library for at-risk and other students.	10	Librarian	Purchase of new reading material will provide more current curriculum to students that will foster a love for reading.				
Problem Statements: Student Academic Achievement 2 Funding Sources: 185-State Compensatory Education - \$775.40, 211-Title I-Part A - \$0.00							
							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: The campus has decreased in at-risk student population. Root Cause 2: Proper and accurate identification of all students to receive all available sources of funding.
Student Academic Achievement
Problem Statement 2: Student performance in ELA assessments decreased across the board. Root Cause 2: Reading classes for RTI were higher in student/teacher ratio, there is a specific need for additional RTI course sections.

Goal 2: Increase Student Academic Achievement

Performance Objective 5: All eligible AMS students will be prepared for high school transition by offering up to 5 high school credits and be advised of the different graduation and financial aid plans available for graduation throughout the 2017-2018 school year.

Evaluation Data Source(s) 5: Reoorts of meetings/ conferences for 8th grade students

Summative Evaluation 5:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Guidance presentations will be given to students through grade-level meetings and school will develop a college culture.		Counselors, Student services	Guidance lessons throughout the year will better prepare students to transition on to the next grade level.				
	Problem Statements: Perceptions 1, 2 Funding Sources: 199-Local Funds - \$0.00						
2) Most 8th grade students will have an opportunity to take PIT a CTE course for high school credit.		Counselors CTE teachers	AMS students will have an opportunity to increase the acquisition of HS credits placing them at better odds to continue HS and move on to college in a timely manner.				
3) AP Spanish will be offered at AMS with students taking the AP exam or CBE free of charge so students can gain high school credit.		Counselors Foreign language teacher	AP exam scores will increase and so will number of high school credits.				
	Funding Sources: 199-Local Funds - \$0.00						
4) Purchase materials for AP Test and CBE administration.		Counselors Office Manager	Purchase orders and tests				
	Funding Sources: 199-Local Funds - \$0.00						
5) 8th grade students will be offered the opportunity, if they qualify, to take Algebra 1 for HS Credit.		Math PLC Principal AP	Algebra scores and passing rates will set students for success at the HS level.				
6) AMS students will be able to complete art 1 for HS credit.		Art teacher, counselor, administrative team.	Master schedule will continue to reflect at least one section of HS Art.				

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 1: Behavioral concerns and problems arise during transition times, lunch, before and after school. Root Cause 1: Lack of adult supervision during these times.

Problem Statement 2: The same students that exhibit behavioral problems continue to do so throughout the school year. **Root Cause 2:** Lack of PBIS implementation to reduce repeat offenders.

Goal 2: Increase Student Academic Achievement

Performance Objective 6: For the 17-18 school year, AMS will allocate resources to update our hardware components in an effort to positively affect student performance.

Evaluation Data Source(s) 6: List of resources

Summative Evaluation 6:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 6 1) Computer labs will be refreshed to update our 6 year old hardware.	1, 10	Administrative team, CTE teachers, TIS	With new hardware in place, students and staff will benefit from having functional machines that can keep up with curricular demands.				
	Problem Statements: Demographics 4 - School Processes & Programs 1, 6, 7, 8 Funding Sources: 185-State Compensatory Education - \$0.00, 211-Title I-Part A - \$0.00						
2) Projectors will be provided and mounted on ceiling for classrooms lacking access to such technology.	1, 10	Administrative team.	All classrooms will have equitable resources for student success.				
	Problem Statements: School Processes & Programs 1, 6 Funding Sources: 211-Title I-Part A - \$0.00						
Critical Success Factors CSF 6 3) Update current document cameras for math instructional settings. Reallocate current document cameras in other instructional settings.	1	Counselors	Lesson Plans and in service agenda to train 8th grade teachers.				
	Problem Statements: School Processes & Programs 6, 8 Funding Sources: 211-Title I-Part A - \$0.00						
4) Provide updated hardware for all assessment needs to include TELPAS, STAAR, CBE and AP exams.	1	Administrative team	All requirements for testing will be met.				
	Funding Sources: 211-Title I-Part A - \$336.95						

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 4: Student access to technology is limited. Root Cause 4: Not enough Title I funding to augment technology devices.
School Processes & Programs

Problem Statement 1: Educational technology is hindering instruction instead of facilitating. Root Cause 1: Necessary technology is not available for teachers on campus. Additionally, professional development for educational technology is not expansive.
Problem Statement 6: Outdated technology is hindering instruction rather than facilitating. Root Cause 6: Lack of allotted funding to improve the infrastructure and hardware at the campus level.
Problem Statement 7: Insufficient computer lab time for students. Root Cause 7: Insufficient hardware available and in need of repair/replace.
Problem Statement 8: Technology hindering instruction. Root Cause 8: Lack of professional development in usage of instructional technology.


Goal 2: Increase Student Academic Achievement

Performance Objective 7: AMS will have 100% progress monitoring of all students for each 3 week progress report grading period through RTI efforts specifically to address system safeguards.

Evaluation Data Source(s) 7: progress reports

Summative Evaluation 7:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>1) Inclusion classes for Special Education students in core subjects will be continued to be supported with additional staff in the classroom.</p>		Principal, Counselors, SPED PLC leader	Master Schedule				
Problem Statements: Demographics 2 - Student Academic Achievement 1							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Enrich the RTI program at AMS that will identify students every grading period for academic or counseling intervention. Continue RTI process on campus to ensure No Student is Left Behind.</p>	1	Instructional Coach, Counselors, administrative team, RTI team	RTI team will work with administrative team to create a robust intervention approach for all students that are struggling.				
Problem Statements: Demographics 2 - Student Academic Achievement 2 - School Processes & Programs 3 Funding Sources: 185-State Compensatory Education - \$0.00							
<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Increase tutoring efforts after school to provide all struggling students with core content aid 4 days out of the week and an intensive session on Fridays as needed.</p>	9, 10	Teachers, Administrative team	Attendance to tutoring session will increase and directly impact academic performance.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 2 Funding Sources: 211-Title I-Part A - \$0.00, 185-State Compensatory Education - \$0.00							
<p>System Safeguard Strategy Critical Success Factors CSF 1</p> <p>4) Continue monthly LPAC meetings to discuss progress of ELL's to include EOY LPAC with feeder schools.</p>	8	Assistant Principal, Instructional Coach, LPAC Chair, and LPAC paraprofessional	Agenda and minutes of meetings.				
Funding Sources: 185-State Compensatory Education - \$0.00							

Critical Success Factors CSF 1 CSF 4 5) Implement strategic Saturday tutoring programs to increase the amount of students performing at Advanced/Masters level in assessments.	9, 10	Principal, Assistant Principal, IC, Counselors, Teachers	Students that are performing well academically but need the extra attention to reach advanced level performance will be invited to Saturday tutoring which will impact their performance				
	Problem Statements: Student Academic Achievement 1, 2, 3 - School Processes & Programs 2 Funding Sources: 211-Title I-Part A - \$0.00, 199-Local Funds - \$0.00						
							

Performance Objective 7 Problem Statements:


Demographics
Problem Statement 2: The campus has decreased in at-risk student population. Root Cause 2: Proper and accurate identification of all students to receive all available sources of funding.
Student Academic Achievement
Problem Statement 1: Performance of student subgroups did not match campus average. Root Cause 1: Need for strategic intervention periods and additional services need to be provided.
Problem Statement 2: Student performance in ELA assessments decreased across the board. Root Cause 2: Reading classes for RTI were higher in student/teacher ratio, there is a specific need for additional RTI course sections.
Problem Statement 3: Performance in all tested subjects decreased from the 15-16 school year from the 16-17 school year. Root Cause 3: Increased class sizes and reduced student motivation.
School Processes & Programs
Problem Statement 2: Innovative tutoring efforts (Saturday, Friday school) was not data driven and was not impacting scores. Root Cause 2: Combination of detention and tutoring was not being effective.
Problem Statement 3: RTI efforts were not impacting student learning. Root Cause 3: Lack of a structured advisory time that focuses on student learning, intervention and study skills.

Goal 2: Increase Student Academic Achievement

Performance Objective 8: Student attendance at AMS will increase from 96.69% to 98% for the 2017-2018 school year.

Evaluation Data Source(s) 8: Attendance reports and monitoring of Attendance Action Plan

Summative Evaluation 8:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Phone calls home for students with excessive absences.</p>		Assistant Principal Attendance Clerk	Phone logs.				
<p>2) Perfect attendance medals and celebratory party for students at the end of the year</p>	6	Assistant Principal Attendance Clerk	Improved attendance rates				
Funding Sources: 199-Local Funds - \$0.00							
<p>3) Participate in CISD competitions to increase ADA.</p>		All staff	AMS will compete for the top 2 spots in the attendance competitions put together by PIO.				
<p>4) Provide student incentives for perfect attendance per six week period.</p>		Assistant Principal, counselors, attendance clerk	Increase in attendance rates.				
Funding Sources: 199-Local Funds - \$0.00							
							

Goal 2: Increase Student Academic Achievement

Performance Objective 9: Every teacher will specify a focus on instructional delivery through the creation of grade level, content specific student learning objectives (SLO) for 17-18

Evaluation Data Source(s) 9: Completed SLO's by all faculty

Summative Evaluation 9:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Teachers will receive initial training on the setting of SLO.</p>	4	Teachers, Administrative team	As a result of ongoing professional development, instructional team will focus on fostering of specific student skills and expectations.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: The AMS Counseling Team will meet quarterly with grade levels to provide positive student support and address their needs throughout the 2017-2018 school year.

Evaluation Data Source(s) 1: Schedules of meetings with agendas

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Presentations focused on bullying, self harm, dating violence, conflict resolution and cyberbullying (David's law) issues will be given to those specific grades determined to be appropriate to them.</p>		Counselors, Student support services, aliviane.	Guest presenters and counseling team will utilize guidance lessons to address issues of concern which will directly impact in diminishing incidents on campus.				
Funding Sources: 199-Local Funds - \$0.00							
2) Guidance Presentations on healthy relationships, academic counseling, etc		Counselors	Lesson Plans				
3) AMS school counselors will utilize the Leader in Me curriculum and student notebook to develop the personal social domain of the comprehensive guidance and counseling program for 6-8 students to include character etiquette and student communication.	1	Counselors, teachers	Teachers will utilize the leader notebooks to carry on leadership lessons.				
Funding Sources: 211-Title I-Part A - \$6,240.00							
<p>Critical Success Factors CSF 6</p> <p>4) Student field trips and events to support character, education, social skills development and behavior management.</p>		Principal, IC, Assistant Principal, counselors	record of grade level field trips				
Funding Sources: 199-Local Funds - \$0.00							
<p>Critical Success Factors CSF 6</p> <p>5) AMS school counselors will provide support and direction to the Leader in Me process and the creation of the Lighthouse Committee.</p>		Counselors, Lighthouse committee	Committee will lead the efforts in selecting lessons to be presented every Wednesday during advisory.				

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

Performance Objective 2: During the 2017-2018 school year, AMS will create at least 3 student success activities which recognizes students achievement in academics and athletics.

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

Summative Evaluation 2:


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) End of year celebration recognizing student achievement in academics and athletics.		Admin Team, Athletic Coordinator, Coaches	Program				
	Funding Sources: 199-Local Funds - \$0.00						
2) AMS will conduct a PAC-Man dance for the first semester to reward students for passing all of their classes with a 75% or better. AMS will also provide additional incentives to promote high academic success.		Principal IC	Semester Grades				
	Funding Sources: 199-Local Funds - \$0.00						

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

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

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

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PBIS will attend 2 trainings each year, meet every month, and have 3 No Place for Hate Activities for the school year		Assistant principal	Campus climate will increase.				
Problem Statements: School Processes & Programs 4 - Perceptions 9							
2) Leader in Me implementation will continue for the entire campus for the academic year 2017-2018.		Teachers, principal, parents, counselors, assistant principal	Campus will continue to establish as a Leader in Me campus.				
Funding Sources: 199-Local Funds - \$8,000.00							
							

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 4: OHI indicated a lower morale than prior years. Root Cause 4: Communication between administrative and teaching staff not clearly communicated.
Perceptions
Problem Statement 9: Communication at the campus level is not provided in a timely manner. Root Cause 9: Campus improvement committees, and communication committees were not provided the adequate voice for 16-17 school year.


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

Performance Objective 1: AMS will increase parental involvement by providing activities for parents and community members to attend at least once a month throughout the 2017-2018 school year.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Parents will be invited to a monthly advisory council meeting to advise the principal on issues affecting the campus. Meetings will be conducted in the morning and afternoon and principal will facilitate in English/Spanish to increase parent participation.</p>	6	Athletic Coordinator	Team Schedule				
Funding Sources: 211-Title I-Part A - \$0.00							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) AMS will hold an Open House every semester to inform parents about campus specifics. At least 3 parents will serve on CIT and attend monthly meetings.</p>	6	Administrative team, parent liaison, CIC	sign in sheets				
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 5</p> <p>3) AMS will host ELL Newcomer parent meetings through the year to inform parents of student success.</p>	6, 7	Admin Team, LPAC clerk, Parent Liaison	Parents of students learning English will learn how to impact the process.				
Problem Statements: Perceptions 3, 4, 5							
<p>Critical Success Factors CSF 5</p> <p>4) AMS will purchase supplies and reading materials for parent meetings and activities which are supported by parents.</p>	6	Principal, Parent liaison.	Parents will attend meetings regularly and provide feedback.				
Problem Statements: Perceptions 4, 5, 6 Funding Sources: 211-Title I-Part A - \$322.20							
<p>5) Continue to hire a Parent Liaison on campus to assist parents and teachers and to facilitate the formation of a PTO.</p>	1, 6	Principal	HR contracts				

6) All information (call-outs, meetings, etc.) will be conducted in English/Spanish.	6	Principal and Parent Liaison	Parents will clearly understand what is happening at the campus.				
	Problem Statements: Perceptions 3						
7) The AMS fine arts department will have at least 6 performances during the 2017-2018 school year including a theatre arts performance for Christmas. To include, band, choir and Theatre Arts)	6	Principal, Fine Arts Department	Fine Arts Showcase participation in Spring at CHS				
	Problem Statements: Perceptions 3						
Critical Success Factors CSF 6	6	Principal, parent liaison	PTO will be formed to impact student learning.				
	8) Pursue the formation of an active PTO group as well as increase the amount of parent volunteers. Problem Statements: Perceptions 4						
							

Performance Objective 1 Problem Statements:


Perceptions
Problem Statement 3: Parent involvement is not as present as the AMS community needs. Root Cause 3: Lack of communication with parents and all stakeholder. Communication not provided timely and in both English and Spanish.
Problem Statement 4: Parents do not participate actively in the decision making process. Root Cause 4: Campus improvement committee was not meeting regularly, and parent or area business participation was not present at most of those meetings.
Problem Statement 5: Families of incoming students were unaware of campus expectations and services. Root Cause 5: Lack of a 6th grade transition program.
Problem Statement 6: Families were not familiar with campus leadership or staff. Root Cause 6: Diminished monthly parent/leadership meeting opportunities.

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

Performance Objective 2: In 2017-2018 school year, AMS Mentoring Minds classes will devote one class periods a week to continue to build citizenship through The Leader in Me curriculum.

Evaluation Data Source(s) 2: Lists of topics from Leader in me curriculum

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Leader in Me will be continue to be implemented for the entire campus for the academic year 2017-2018.		Counselors, Principal, Lighthouse Committee	Agendas, MM Lessons				
							

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

Performance Objective 3: AMS will create Professional Learning Communities for the campus office and support staff as well as for the custodial/maintenance crews on a monthly basis of AMS throughout the 2016-2017 school year in order to improve communication throughout members of the campus staff and to improve our customer relations (students and parents).

Evaluation Data Source(s) 3: Sign in sheets/ agendas and number of times met throughout the year.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) AMS office staff will meet monthly in the form of a PLC to discuss best practices in office management and customer service.</p>		Principal, Office Manager	Agenda Sign In Sheet				
<p>Critical Success Factors CSF 6</p> <p>2) AMS custodial staff will meet monthly in the form of a PLC to discuss facility issues and scheduling on extra curricular activities.</p>		Principal, Lead Custodian	Agenda Sign In Sheet				
Problem Statements: Perceptions 8							
<p>Critical Success Factors CSF 6</p> <p>3) All administrative team, including office manager, head custodian, instructional coordinator, counselors, parent liaison, principal and assistant principal will meet weekly to discuss issues affecting the school</p>		Principal	Communication with all aspects of campus management will be communicated to all stakeholders.				
Problem Statements: Perceptions 9							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 8: Campus based instructional technology is outdated and not facilitating instruction. Root Cause 8: Campus investment in technology has not been prioritized.
Problem Statement 9: Communication at the campus level is not provided in a timely manner. Root Cause 9: Campus improvement committees, and communication committees were not provided the adequate voice for 16-17 school year.

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

Performance Objective 1: In 2017-2018 school year, AMS will utilize social media and campus created technology weekly to promote the campus and the achievements of our students and faculty as well as informing the community of upcoming events.

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

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Continue to support through the master schedule, a technology individual who will be responsible for the upkeep of our web page, facebook, twitter, and other social media outlets. This staff member will continue to promote the athletic, academic and extra curricular activities of the students of AMS through these media outlets. These outlets will be constantly updated and conducted in English/Spanish when applicable.</p>	6	Principal, Technology Teacher	Twitter Record Facebook Page Web Site				
Problem Statements: Perceptions 9							
<p>2) Maintain the web page with current information to include the upcoming events for the school.</p>		Principal, Technology Teacher	Web Page				
<p>Critical Success Factors CSF 5</p> <p>3) AMS will promote at least 4 student performances, athletic events and academic events that the AMS students are involved.</p>		Principal, Technology Teacher	Parent Participation in events-sign in logs.				
<p>Critical Success Factors CSF 5</p> <p>4) Provide an opportunity for parents to provide input through a monthly parent advisory meeting.</p>							

Performance Objective 1 Problem Statements:

Perceptions







Problem Statement 9: Communication at the campus level is not provided in a timely manner. **Root Cause 9:** Campus improvement committees, and communication committees were not provided the adequate voice for 16-17 school year.

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

Performance Objective 2: In 2017-2018 school year, AMS will create a minimum of 2 community partnerships to benefit the campus as a whole and the exposure of our student population to positive influences in our community.

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

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) AMS will reach out to public and community business members to impact the school community.</p>		Principal, Business Manager	Principal will attend all partners in education events to rally support for the campus.				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							







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

Performance Objective 3: AMS will spend 95% of allotted funds during the 2017-2018 school year based on the needs of the campus.

Evaluation Data Source(s) 3: Financial Reports

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 1) 95% of all federally allocated funds will be spent before the end of the academic year with 70% of funds spent through semester 1.	10	Principal, Business manager	POs Budget				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 4 2) AMS will meet the minimum expenditure requirements for all special programs and special populations, including; SPED, ELL, 504, GT, as it complies with TEA requirements.	9	Principal, Business Manager	POs Budget				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

Performance Objective 4: AMS will retain a partnership with government institutions to provide students and staff resources that reach further than the classroom walls.

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

Summative Evaluation 4:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal will solicit and secure partnerships with local, state and federal institutions to enrich the education of AMS students.		Principal	Obtain partners in education				

System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	Continue to implement Texas Essential Knowledge Skills (TEKS) using TEKS Resources program in all content areas to include the upload of Learning Goals, Proficiency Scales and associated common assessments.
2	1	3	Provide structured tutoring programs for all students across all core subjects, tested or not. Tutorials will occur during school, before and after school, Saturday and implement a homework hot line.
2	1	4	Implement a Response to Intervention (RTI) period to provide intervention strategies to all students struggling academically. An RTI committee composed of campus instructional staff will be trained and facilitate the RTI approach.
2	1	5	Provide incentives and academic recognition for academic achievement.
2	1	6	AMS will provide summer school for 8th grade students who fail the Reading and Math STAAR.
2	1	8	Develop an RTI Team and attend training through the local Regional service center that supports our process implementation of our new Rti Processes.
2	2	3	AMS will provide needed classroom materials that support all students in the classroom including state-adopted materials. Particular focus will be placed on materials to ensure the success of all subgroups.
2	4	4	Students who are unsuccessful in STAAR testing will have a personal graduation plan developed with parental input.
2	7	1	Inclusion classes for Special Education students in core subjects will be continued to be supported with additional staff in the classroom.
2	7	2	Enrich the RTI program at AMS that will identify students every grading period for academic or counseling intervention. Continue RTI process on campus to ensure No Student is Left Behind.
2	7	3	Increase tutoring efforts after school to provide all struggling students with core content aid 4 days out of the week and an intensive session on Fridays as needed.
2	7	4	Continue monthly LPAC meetings to discuss progress of ELL's to include EOY LPAC with feeder schools.
4	1	3	AMS will host ELL Newcomer parent meetings through the year to inform parents of student success.
5	3	1	95% of all federally allocated funds will be spent before the end of the academic year with 70% of funds spent through semester 1.
5	3	2	AMS will meet the minimum expenditure requirements for all special programs and special populations, including; SPED, ELL, 504, GT, as it complies with TEA requirements.

State Compensatory

Budget for Jose Alderete Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.13.042.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,448.00
185.11.6117.05.042.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$15,563.00
185.11.6119.35.042.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$55,070.00
185.11.6128.05.042.30	6128 Overtime Pay - Locally Defined	\$192.00
185.11.6128.40.042.30	6128 Overtime Pay - Locally Defined	\$865.00
185.11.6129.00.042.30	6129 Salaries or Wages for Support Personnel	\$40,153.00
185.11.6141.00.042.30	6141 Social Security/Medicare	\$582.00
185.11.6141.03.042.30	6141 Social Security/Medicare	\$242.00
185.11.6141.05.042.30	6141 Social Security/Medicare	\$59.00
185.11.6141.13.042.30	6141 Social Security/Medicare	\$36.00
185.11.6141.35.042.30	6141 Social Security/Medicare	\$799.00
185.11.6141.40.042.30	6141 Social Security/Medicare	\$111.00
185.11.6142.00.042.30	6142 Group Health and Life Insurance	\$14,974.00
185.11.6142.35.042.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.40.042.30	6143 Workers' Compensation	\$38.00
185.11.6143.00.042.30	6143 Workers' Compensation	\$1,626.00
185.11.6143.03.042.30	6143 Workers' Compensation	\$84.00
185.11.6143.05.042.30	6143 Workers' Compensation	\$21.00
185.11.6143.13.042.30	6143 Workers' Compensation	\$13.00
185.11.6143.35.042.30	6143 Workers' Compensation	\$259.00
185.11.6145.00.042.30	6145 Unemployment Compensation	\$37.00
185.11.6145.03.042.30	6145 Unemployment Compensation	\$15.00

185.11.6145.05.042.30	6145 Unemployment Compensation	\$4.00
185.11.6145.13.042.30	6145 Unemployment Compensation	\$3.00
185.11.6145.35.042.30	6145 Unemployment Compensation	\$51.00
185.11.6145.40.042.30	6145 Unemployment Compensation	\$7.00
185.11.6146.00.042.30	6146 Teacher Retirement/TRS Care	\$221.00
185.11.6146.05.042.30	6146 Teacher Retirement/TRS Care	\$23.00
185.11.6146.35.042.30	6146 Teacher Retirement/TRS Care	\$551.00
185.11.6146.40.042.30	6146 Teacher Retirement/TRS Care	\$42.00
185.11.6149.00.042.30	6149 Employee Benefits	\$602.00
185.11.6149.05.042.30	6149 Employee Benefits	\$61.00
185.11.6149.35.042.30	6149 Employee Benefits	\$771.00
185.11.6149.40.042.30	6149 Employee Benefits	\$114.00
6100 Subtotal:		\$143,124.00
6200 Professional and Contracted Services		
185.11.6299.00.042.30	6299 Miscellaneous Contracted Services	\$16,600.00
6200 Subtotal:		\$16,600.00
6300 Supplies and Services		
185.11.6329.00.042.30	6329 Reading Materials	\$3,000.00
185.11.6398.00.042.30	6398 Computer Supplies/Software - Locally Defined	\$44,000.00
185.11.6399.40.042.30	6399 General Supplies	\$900.00
6300 Subtotal:		\$47,900.00
6400 Other Operating Costs		
185.11.6494.00.042.30	6494 Reclassified Transportation Expenses	\$3,500.00
6400 Subtotal:		\$3,500.00

Personnel for Jose Alderete Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jodie Helm	Intervention Teacher	Math/ELA	1.0
Jorge Valenzuela	ESOL	ALS	1.0
Stephanie Morales	At Risk Aide	Intervention-Star Center	1.0

Title I

Schoolwide Program Plan

Alderete Middle School is comprised of 710 students as the 2017-2018 school year starts. Our population is approximately 74% socio-economically disadvantaged with approximately 30% of our student population being identified as LEP (Limited English Proficient). AMS also concluded last year with an At-Risk population of around 53% of the student population. The school has been identified by TEA as needing to improve in two populations of students, virtually campus wide; ESL (English as a Second Language Students) and Special Education populations as well. The previous year's scores reflected low performance with the 2021 cohort, 7th grade, throughout all three subjects tested (all three below 65%). Both 6th and 8th grade scores reflected typical range scores for AMS.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The completion of the CNA in February and March revealed several needs that the campus identified that are directly reflected in the data that became available in the early summer of 2017. The CNA referenced the need for AMS to provide additional assistance to our SPED population as well as our ELL population. Additionally, technology has to be upgraded to better serve our student populations. These populations are significant here at AMS with a population of approximately 205 students representing LEP population and an additional 56 students within the Special Education identifier who will be testing STAAR. This represents about 41% of the student population of AMS. The needs of our campus directly align with the needs of the student body population. The following priorities were identified by the committees in relationship to those sub-populations:

- Upgrade technology hardware.
- Improve performance of SPED and ELL students

All priorities will be addressed with budget expenditures and programs to attempt to improve the campus.

2: Schoolwide Reform Strategies

The two populations of students that consistently perform below expectations are our LEP students and our SPED populations. While each population differs in needs, many of the best practices for these populations are similar; pre-teaching vocabulary, using visual representations, differentiating lessons, etc.

LEP- Our largest struggling sub-population is our LEP students. In Spring 2016, we had aided learning walks with assistance from Region 19 specifically geared toward Sheltered Instruction Strategies. We will also be identifying students from each grade level to be placed in MM classes that will focus on the students getting additional intervention time throughout the week. Those students who did not achieve passing on the STAAR test will also be enrolled in an RTI course for reading.

SPED-Our other struggling sub-pop is our SPED students, particularly those that took the STAAR-A this past year. A Our SPED students that have been struggling will be placed in MM classes that are specific to their area of need, or they will be placed in a MM class with a Special Ed teacher who can work with the small group more efficiently.

3: Instruction by highly qualified professional teachers

AMS has maintained a staff of teachers who are 100% highly qualified as determined by the state of Texas. AMS has a population of 42.5 teachers and typically has minimal changes from year to year. Most of the instructional staff at AMS has over 5 years experience. All teachers and paraprofessionals at AMS are highly qualified. Teachers have a common preparation period to allow for PLC activities such as common planning, common assessment development, data analysis and sharing of best practices.

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

During the 2017-2018 academic year, AMS will continue to provide high quality professional development for all personnel who assist with the operation of the campus and who are responsible for the education of the AMS students. We will continue to provide professional development in the area of PLCs as well as use the PLCs to provide professional development in the areas of educating our ELL students, Special Education students, GT students as well as all of our general education students. This academic year we will provide training to our faculty in the are of RtI and create a more solid RtI program at AMS for those students at Risk. We will begin to train our teachers in the area of instructional technology.

We will retain the Instructional Coach for the benefit of our student learning and our teacher growth for this academic year.

5: Strategies to attract highly qualified teachers

AMS will be a goal oriented, collaborative organization that will set the stage to be an appealing option for any faculty that is looking for a change or for the start of their career. Through the improvement of the reputation of the campus as well as the ongoing pursuit of the improved test scores at AMS. We have adopted the Leader in Me program through Franklin Covey and will use it to develop a campus that is not only desirable for the community member of Canutillo but also for those within the profession.

6: Strategies to increase parental involvement

During the current academic year we will strive to increase parental engagement for the 17-18 school year. Through meetings with stakeholders, the need for a PBIS student/teacher/staff group has been identified.

Our counselors will provide multiple trainings to our student population ranging from dating violence to cyber bullying. These different sessions will be done throughout the school year to improve the students decision making and their status out in the community. Aliviane and CISD will assist with character development sessions.

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

Does not apply

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

The school district has implemented a new program for this academic year that will allow the teachers to create all Common Assessments for each unit assessment through the Common Assessment Blueprint. The Curriculum and Instruction department has established the foundation of the creation of this program for the benefit of the students and for allowing the teachers to maintain their autonomy in their profession.

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

8th Grade

The largest deficiencies and greatest area of concern is with the performance of the incoming 8th grade group of students. Their overall performance on the STAAR tests was below expectations. Their performance was as follows: 7th Grade Reading- 56%; 7th Grade Math- 60%; and 7th Grade Writing- 60%. This group is also heavily represented with LEP students. With 64 students identified as LEP, AMS had low success rates with students passing the STAAR Reading.

7th Grade

This class has 88 students identified as LEP, and many of them performed below expectations in the regular STAAR Math exam. This class also is comprised of 14 students identified as SPED. As with all tests and all grade levels, we have to pay special attention to our SPED and LEP populations.

6th Grade

The student class consists of 22 students identified as SPED and 99 identified as LEP. The incoming 6th grade students are entering with a high passer rate in both math and reading. We will be getting larger quantities of students who have not taken the STAAR in English while in elementary school. Students whom did not perform according to standard will be placed in an intervention class along with any students who did not achieve a level II standard on the STAAR Exam.

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

As always, the coordination of federal, state, and local programs and services will be conducted through the continued practices of the Campus Improvement Committee. The financial decisions relating to any of the above programs will filter through the CIC that will include community members, faculty, administration, staff and parents.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Montoya	Library Aide	Title I	1
Marie Olivas	Instructional Coach	Title 1	1
Mary Ann Pastran	Parent Liaison	Title 1	1

Campus Level Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Michelle Terrell	SPED Teacher
Classroom Teacher	Patricia Hoover	Teacher
Classroom Teacher	Janet Amador	Teacher
Classroom Teacher	Jodie Helm	Teacher
Non-classroom Professional	Manuela Jallad	Counselor
Non-classroom Professional	Deyanira Fronce	Counselor
Classroom Teacher	Estela Ramos	Art Teacher
Classroom Teacher	Damon Zeller	Teacher
Classroom Teacher	Francis Hayes	Teacher
Professional	Jesus Arvizuo	PE Teacher
Classroom Teacher	Rosamarie Salgado-Taylor	Teacher
Administrator	Oscar Rico	Principal
Administrator	Andrea Esparza	Assistant Principal
District-level Professional	Marlenna Zimmerman	Instructional Coordinator
Business Representative	Captain Alexander Stalnaker	US Army Partners
Business Representative	FC Fred Henry	US Army Partners
Parent	Dina Madrid	Parent
Paraprofessional	Mary Ann Pastran	Parent Liaison