

**Texas Education Agency
Title I, Part A, Schoolwide Program Elements
Validation Coversheet
2017-2018**

Date: | 5/10/2018 |

Page 1 of | 84 |

ESC Region #: | 19 |

LEA CD#: | 071907 |

District Name: | Canutillo |

LEA Contact Name and Phone: | Elvia Moreno (915) 877-7423 |

LEA Contact Email: | eqmoreno@canutillo-isd.org |

Campus #: | 042 |

Campus Name: | Jose J. Alderete Middle School |

To submit documentation, please arrange the packet in the following order and upload on GFFC Reports and Data Collections application **no later than May 11, 2018**:

1. Completed LEA Random Validation Coversheet
2. LEA's supportive documentation for selected Elements in this order:
 - Element 1
 - Element 2
 - Element 3

All Elements **must** be labeled and identified.

Comments (if applicable):

Guidance Document refers the page number in accordance to the Campus Improvement Plan, please follow page numbers within the plan.
Numbers that are in **bold** are located after the plan using the PDF count, they are all aligned.

For Questions Contact: Anita Villarreal, TEA Director, Title I, Part A, 512-463-9244

Texas Education Agency
 Title I, Part A Schoolwide Program Elements
 Elements Validation Guidance Document
 2017–2018

The Every Student Succeeds Act requires that every Schoolwide Program have three elements in place toward compliance: Comprehensive Needs Assessment, Campus Improvement Plan, and Parent and Family Engagement activities. This validation covers all three elements. A district may need to refer to the following documents for required evidence: Comprehensive Needs Assessment, Campus Improvement Plan, Campus Parent and Family Engagement Policy, Campus Parent and Family Engagement Compact. Please contact your regional ESC Title I Contact to provide you the necessary documents.

Page Number(s)	Highlight Where the Element Is addressed	Element Number	SCHOOLWIDE ELEMENTS	Met Requirement	Improvement Needed
		1.0	Element 1. Comprehensive Needs Assessment (CNA): Sec. 1114(b)(6)		
58,59,60 76,77,78		1.1	<p>The Title I, Part A Campus Improvement Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the Local Educational Agency (LEA).</p> <p>The campus <u>must</u> provide the date(s) that the CNA was developed (if a new campus) or the date(s) that the CNA was reviewed and/or revised for the 2017–2018 school year.</p>	<input type="checkbox"/>	<input type="checkbox"/>
		2.0	Element 2. Campus Improvement Plan Requirement (CIP)		
			Schoolwide Plan Development: Sec. 1114(b)(1-5)		
59,66		2.1	<p>The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.</p> <p>The campus <u>must</u> provide a list of the individuals and their roles who assisted with the development (if a new campus) or the review of the CIP. The list must identify the individuals by name and roles.</p>	<input type="checkbox"/>	<input type="checkbox"/>

Texas Education Agency
 Title I, Part A Schoolwide Program Elements
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 2017–2018

Page Number(s)	Highlight Where the Element Is addressed	Element Number	SCHOOLWIDE ELEMENTS	Met Requirement	Improvement Needed
60		2.2	The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. The campus <u>must</u> provide the date(s) that the CIP was revised and/or evaluated for 2017–2018 school year.	<input type="checkbox"/>	<input type="checkbox"/>
60		2.3	The CIP is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. The campus <u>must</u> indicate locations where the LEA made the CIP available. Examples: on campus, at Post Office, in Student Handbook, at Parent Meetings or other locations (specify "other"). The campus <u>must</u> indicate languages in which the CIP was distributed. Examples: English, Spanish, Vietnamese or other language (specify "other").	<input type="checkbox"/>	<input type="checkbox"/>
			Schoolwide Reform Strategies: Sec. 1114(b)(7)(A)(i-iii)		
17,18,24,25, 27, 28,29,34,36, 38,41,42, 50, 60,61		2.4	Schoolwide Reform Strategies that the school will be implementing to address school needs, including a description of how such strategies: i. will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards The campus <u>must</u> indicate the CIP page number(s) and indicate or highlight where opportunities for all children are addressed.	<input type="checkbox"/>	<input type="checkbox"/>
27,28,32, 34,40,42,44, 45,61		2.5	ii. will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a		

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 2017–2018

Page Number(s)	Highlight Where the Element Is addressed	Element Number	SCHOOLWIDE ELEMENTS	Met Requirement	Improvement Needed
			well-rounded education The campus <u>must</u> indicate the CIP page number(s) and indicate or highlight where methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education are addressed.	<input type="checkbox"/>	<input type="checkbox"/>
25,27,28,29,30,34,36,37		2.6	iii. will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards The campus <u>must</u> indicate the CIP page number(s) and indicate or highlight where the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards are addressed.	<input type="checkbox"/>	<input type="checkbox"/>
		3.0	Element 3. Parent and Family Engagement		
			Parent and Family Engagement: Sec. 1116(a)(2) and Sec. 1116 (2)(c)(2)		
43,44,63,81		3.1	Campuses shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The campus <u>must</u> provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy. The campus <u>must</u> indicate how the Parent and Family Engagement Policy was distributed. Examples: on campus, at Post Office, in Student Handbook, at Parent Meetings or other locations (Specify "other"). The campus <u>must</u> indicate languages in which the Parent and Family Engagement Policy	<input type="checkbox"/>	<input type="checkbox"/>

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 Title I, Part A Schoolwide Program Elements
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 2017–2018

Page Number(s)	Highlight Where the Element Is addressed	Element Number	SCHOOLWIDE ELEMENTS	Met Requirement	Improvement Needed
			was distributed. Examples: English, Spanish, Vietnamese or other specify other language (Specify "other").		
25,29, 30,37, 38,43, 44,47, 63,64 74		3.2	<p>Campus shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.</p> <p>The campus must include the following information in the Element Validations and must have supporting documentation for the information provided. Documentation will be submitted only if requested by TEA.</p> <p>The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations.</p> <p>Examples: Sundays, Mondays, Wednesdays, Thursdays, Fridays, Saturdays, AM during the school day, PM during the school day, PM after school, PM in the evening, specify if other times.</p> <p>Examples: on campus, other district site, community center, or other locations (specify "other").</p>	<input type="checkbox"/>	<input type="checkbox"/>

Notes:

1. Elements of a Schoolwide Program plan described above must be addressed in the Elements Validations.
2. Not all Schoolwide Program Elements are selected for validation, nevertheless they must be addressed and documented at the campus.
3. Validation Elements will receive a Met or Improvement Needed during the validation.
4. LEA must be prepared to submit documentation such as dates, meeting agendas, attendance records, policies, procedures or any other documentation that supports the information provided by the LEA, as requested by TEA.
5. Please be aware that anything that involves the expenditures of Title I, Part A funds must be addressed as a need in the Comprehensive Needs Assessment (CNA) and be included in the Campus Improvement Plan (CIP).

Texas Education Agency
 Title I, Part A Schoolwide Program Elements
 Validation Checklist
 2017-2018

County District #: 071907

District Name: Canutillo Independent School District

Campus Name: Jose J. Alderete Middle School

ESC Region # __19__

Campus Contact: Dr. Oscar Rico

Campus Phone: (915) 877-6600

Reviewed by TEA Staff: Anita Villarreal

Date: _____

Reviewed with ESC Staff (if applicable). ESC Staff contacted: _____

Date: _____

Element #		Met Requirement	Improvement Needed	TEA and/or ESC Notes
1.1	The campus provided date(s) that the Comprehensive Needs Assessment (CNA) was developed or the date(s) that the CNA was reviewed and/or revised during 2017-2018.	<input type="checkbox"/>	<input type="checkbox"/>	
2.1	The campus attached a list of the people and titles who assisted with the development or the review of the (CIP). Included names and positions.	<input type="checkbox"/>	<input type="checkbox"/>	
2.2	The campus provided the date(s) that the Campus Improvement Plan (CIP) was revised and/or evaluated.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
2.3	The campus indicated locations where the CIP was made available and the languages used in the information provided.	<input type="checkbox"/>	<input type="checkbox"/>	
2.4	The CIP contained Schoolwide Reform Strategies that addressed school needs, including a description of how such strategies would provide opportunities for all children.	ESC address <input type="checkbox"/>	<input type="checkbox"/>	
2.5	The CIP contained methods and instructional strategies that strengthen the academic program, increased the amount and quality of learning time, and provided an enriched and accelerated curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	
2.6	The CIP addressed the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards	<input type="checkbox"/>	<input type="checkbox"/>	
3.1	The campus jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy. All items were addressed.	<input type="checkbox"/>	<input type="checkbox"/>	
3.2	The campus offered a flexible number of meetings.	<input type="checkbox"/>	<input type="checkbox"/>	
	Received by the LEA due date May 11, 2018.	<input type="checkbox"/>	<input type="checkbox"/>	
	As corrective action the LEA must provide documentation of the technical assistance received from the ESC with the improvement needed requirements. Documentation is due by September 14, 2018.	<input type="checkbox"/>	<input type="checkbox"/>	
	Referred to ESC # _____ for assistance	<input type="checkbox"/>	<input type="checkbox"/>	

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

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts
Academic Achievement in Mathematics
Postsecondary Readiness



Board Approval Date: October 24, 2017

Mission Statement

WE LOVE KIDS!

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

Vision

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

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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.

Student Demographics for AMS:

Gender	count	percentage
Female	363	50.91%
Male	350	49.09%
Ethnicity	count	percentage
Hispanic-Latino	682	95.65%
Race	count	percentage
American Indian - Alaskan Native	1	0.14%
Asian	1	0.14%
Black - African American	5	0.70%
Native Hawaiian - Pacific Islander	0	0.00%
White	21	2.95%
Two-or-More	3	0.42%

Defined student by program are as follows:

Program	count	percentage
---------	-------	------------

Bilingual	0	0.00%
English as a Second Language (ESL)	202	28.33%
Career and Technical Education (CTE)	228	31.98%
Free Lunch Participation	411	57.64%
Reduced Lunch Participation	135	18.93%
Other Economically Disadvantaged	0	0.00%
Gifted & Talented	82	11.50%
Special Education (SPED)	56	7.85%
Title 1 Participation	713	100.00%
Dyslexia	7	0.98%
Homeless Statuses		
Homeless Status Total	16	2.24%
Shelter	0	%
Doubled Up	16	2.24%
Unsheltered	0	0.00%
Hotel/Motel	0	0.00%

Additional student information: count percentage

At-Risk	392	54.98%
Economically Disadvantaged	546	76.58%
Title I Homeless(*Special Notes*)	0	0.00%
Immigrant	9	1.26%
Limited English Proficient (LEP)	221	31.00%
Migrant	20	2.81%
Military Connected	24	3.37%
Foster Care	0	0.00%
CTE Single Parent/Pregnant Teen	0	0.00%
Section 504 (No Section 504 File for 2018)	0	0.00%

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. Additional personnel and resources will be beneficial to the success of students at risk.

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. Work with personnel to properly identify students at-risk and provide support.

Problem Statement 3: Structuring affective support to at-risk students is not evident. **Root Cause:** Providing high quality professional development and personnel to alleviate the concern.

Problem Statement 4: Student access to technology is limited. **Root Cause:** Not enough augment technology devices that is available to our students. Priority to update technology and accessibility needs to be addressed.

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 in regards to student populations that include: Students failing, at-risk, gifted, SPED, ELL, migrant, etc. Additional services need to be provided and data reviewed for all subgroups such as RTI, migrant, ELL and SPED.

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 and resources.

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. Provide positive intervention through Leader in Me and PBIS intervention. Continuing support through instructional coach to provide professional support.

Problem Statement 4: Momentum from student achievement is lost during summer months. **Root Cause:** Lack of access to summer leadership academy. Restructure, refrain and start summer camps at the campus.

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. Additional professional development for educational technology is needed.

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 will need restructure program.

Problem Statement 3: RTI efforts were not impacting student learning for all student subgroups to include migrant, ELL, GT, SPED, etc. **Root Cause:** Lack of a structured advisory time that focuses on student learning, intervention and study skills.

Problem Statement 4: Organizational health index (OHI) indicated a lower morale than prior years. **Root Cause:** Communication between administrative and teaching staff not clearly communicated and will restructure the approach.

Problem Statement 5: New teachers not been provided with adequate support. **Root Cause:** Lack of a new teacher mentor program to be addressed through central office support.

Problem Statement 6: Outdated technology is hindering instruction rather than facilitating. **Root Cause:** Will work to improve the infrastructure and hardware at the campus level. Will begin the process of revising the technology plan.

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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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.	2.5	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.	2.5, 3.2	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.	2.5	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.	2.4	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.	3.2	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		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	3.2	administrative team; parental liaison	Parents will be a part of plan creation.				
10) Parents will participate in PBIS ratification and implementation.							
Critical Success Factors CSF 6	2.4	Administrative team, counselors, teachers	A reduction of discipline referrals will occurs 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.							
12) Coordinated School Health Team will address the eight components and benchmark data utilizing the quarterly reports.	2.5, 3.2	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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AMS will recognize Red Ribbon week with MM lesson plans and dress up days which support drug free schools.		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.	3.2	Parent Liaison	Fliers				
Funding Sources: 211-Title I-Part A - \$289.76							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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.		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.	2.6	Assistant Principal PBIS Committee	TEAMS Reporting Data				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 4 CSF 6 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.	2.5	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.	2.5	Lighthouse Committee	The Leader in Me (Online) will track our successful completion of each task by the conclusion of the school year.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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.	2.4	Principal Assistant Principal Instructional Coach	Lesson Plans PLC Agenda's TEKS Resource System				
Problem Statements: Student Achievement 2							
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.		Instructional Coach, Principal, Assistant Principal, Department heads,	Eduphoria Reports, common grade level plans, Common assessment blueprint guides.				

<p>System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 4</p> <p>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.</p>	2.6	All core teachers, assistant principal, instructional coordinator, instructional technology.	Attendance to tutorial sessions will increase and directly correlate with student course pass rates, performance on mock testing, performance on common assessments.				
<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>	2.6	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</p> <p>Funding Sources: 185-State Compensatory Education - \$0.00</p>
<p>System Safeguard Strategy Critical Success Factors CSF 1 CSF 5</p> <p>5) Provide incentives and academic recognition for academic achievement.</p>	3.2	Principal, assistant principal, Counselors	AMS will host awards assemblies for students every 9 weeks.				<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 199-Local Funds - \$630.26</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 RtI Processes.</p>	2.4, 2.6	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>

Critical Success Factors CSF 1 9) Incorporate the writing process and silent reading in all advisory periods at least twice a week.	2.4	Administrative team.	Writing process will increase student learning and will be monitored with walkthroughs.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 211-Title I-Part A - \$450.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student 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.
Student Academic Achievement
Problem Statement 1: Performance of student subgroups did not match campus average. Root Cause 1: Need for strategic intervention periods in regards to student populations that include: Students failing, at-risk, gifted, SPED, ELL, migrant, etc. Additional services need to be provided and data reviewed for all subgroups such as RTI, migrant, ELL and SPED.
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 and resources.
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. Provide positive intervention through Leader in Me and PBIS intervention. Continuing support through instructional coach to provide professional support.

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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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>	2.4, 2.5, 2.6	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>	2.4, 2.6	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.	2.4, 2.6	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 - \$2,061.55, 185-State Compensatory Education - \$831.25						
4) Require all core and co-curricular subject teachers to attend weekly PLC meetings to address data, student work and interventions.	2.6	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.	2.4, 2.5	Administrative team, Instructional Coach	Lists of trainings and conferences. Teachers to implement strategies to highly impact student learning. Monitoring with walkthroughs and observations.				
	Funding Sources: 211-Title I-Part A - \$100.00, 255-Title II-Part A Teacher/Principal - \$0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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 in regards to student populations that include: Students failing, at-risk, gifted, SPED, ELL, migrant, etc. Additional services need to be provided and data reviewed for all subgroups such as RTI, migrant, ELL and SPED.
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 and resources.
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. Provide positive intervention through Leader in Me and PBIS intervention. Continuing support through instructional coach to provide professional support.
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 will need restructure program.
Problem Statement 5: New teachers not been provided with adequate support. Root Cause 5: Lack of a new teacher mentor program to be addressed through central office support.
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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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	2.4	Counselors	Lesson Plans are created and presented to encourage and inform our students on benefits of college admissions and resources available for college readiness.				
2) Utilize resources for students and the school which will focus on college readiness.		Principal Counselors	Presentations to student body to highly motivate for college readiness. A list of P.O's will be collected to review our approach.				
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, 3.2	Principal, CTE Coordinator, Counselors, Instructional Coach.	PGP's				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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.	2.6, 3.2	Counselors	Counselor sign-in sheets At-Risk Folders Purchase orders Monitoring of students progress and follow up with family.				
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.	2.6	Office Manager Teachers	P.O.s				
Funding Sources: 211-Title I-Part A - \$4,725.16							
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.	3.2	Counselors, Instructional Coach	Personal graduation plans are created with parent input to support student and increase academic performance.				

5) Enhance reading resources through the purchase of new reading materials for use in the classroom and library for at-risk and other students.	2.4	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 - \$2,312.60, 211-Title I-Part A - \$2,953.75						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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. Work with personnel to properly identify students at-risk and provide support.
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 and resources.

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: Met Performance Objective

Strategy Description	ELEMENTS	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.	2.5	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.	2.5	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.	2.5	Art teacher, counselor, administrative team.	Master schedule will continue to reflect at least one section of HS Art.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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: Met Performance Objective

Strategy Description	ELEMENTS	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.	2.4, 2.5, 2.6	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 - \$39,580.00						
2) Projectors will be provided and mounted on ceiling for classrooms lacking access to such technology.	2.4, 2.6	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.		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.		Administrative team	All requirements for testing will be met.				
	Funding Sources: 211-Title I-Part A - \$336.95						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 4: Student access to technology is limited. Root Cause 4: Not enough augment technology devices that is available to our students. Priority to update technology and accessibility needs to be addressed.
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. Additional professional development for educational technology is needed.
Problem Statement 6: Outdated technology is hindering instruction rather than facilitating. Root Cause 6: Will work to improve the infrastructure and hardware at the campus level. Will begin the process of revising the technology plan.
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	ELEMENTS	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 (SPED) students in core subjects will be continued to be supported with additional staff in the classroom.</p>		Principal, Counselors, SPED PLC leader	Master Schedule will be used to effectively place staff to meet students individual needs in SPED.				
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>	2.4, 2.6	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>	2.6	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							

System Safeguard Strategy Critical Success Factors CSF 1 4) Continue monthly LPAC meetings to discuss progress of ELL's to include EOY LPAC with feeder schools.	2.4, 2.6, 3.2	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.	2.6	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						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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. Work with personnel to properly identify students at-risk and provide support.
Student Academic Achievement
Problem Statement 1: Performance of student subgroups did not match campus average. Root Cause 1: Need for strategic intervention periods in regards to student populations that include: Students failing, at-risk, gifted, SPED, ELL, migrant, etc. Additional services need to be provided and data reviewed for all subgroups such as RTI, migrant, ELL and SPED.
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 and resources.
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. Provide positive intervention through Leader in Me and PBIS intervention. Continuing support through instructional coach to provide professional support.
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 will need restructure program.
Problem Statement 3: RTI efforts were not impacting student learning for all student subgroups to include migrant, ELL, GT, SPED, etc. 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: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Phone calls home for students with excessive absences.	3.2	Assistant Principal Attendance Clerk	Phone logs will be used to document. Increasing student attendance will positively impact student learning.				
	Funding Sources: 199-Local Funds - \$0.00						
2) Perfect attendance medals and celebratory party for students at the end of the year	2.4, 3.2	Assistant Principal Attendance Clerk	Improved attendance rates				
Funding Sources: 199-Local Funds - \$0.00							
3) Participate in CISD competitions to increase ADA.		All staff	AMS will compete for the top 2 spots in the attendance competitions put together by PIO.				
4) Provide student incentives for perfect attendance per six week period.		Assistant Principal, counselors, attendance clerk	Increase in attendance rates.				
	Funding Sources: 199-Local Funds - \$0.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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: Met Performance Objective

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

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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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	2.5	Counselors	Presentations will be part of the Lesson Plans. Students having a positive outlook as guided by our counselors.				
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.	2.5	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>	2.5	Counselors, Lighthouse committee	Committee will lead the efforts in selecting lessons to be presented every Wednesday during advisory.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) End of year celebration recognizing student achievement in academics and athletics.		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.	2.4	Principal IC	Semester Grades				
Funding Sources: 199-Local Funds - \$0.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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.	2.4, 2.5	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							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 4: Organizational health index (OHI) indicated a lower morale than prior years. Root Cause 4: Communication between administrative and teaching staff not clearly communicated and will restructure the approach.
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: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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 and receive feedback for our parent policy</p>	3.1, 3.2	Principal, Parent Liaison	To increase parent participation in school events, activities and to actively encourage parents to be part of school committees that will benefit our students.				
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>	3.2	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>	3.2	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>	3.1, 3.2	Principal, Parent liaison.	Parents will attend meetings regularly and provide feedback.				
Problem Statements: Perceptions 4, 5, 6 Funding Sources: 211-Title I-Part A - \$522.20							
<p>5) Continue to hire a Parent Liaison on campus to assist parents and teachers and to facilitate the formation of a PTO.</p>		Principal	HR contracts				

6) All information (call-outs, meetings, etc.) will be conducted in English/Spanish.	3.1, 3.2	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)	2.5	Principal, Fine Arts Department	Fine Arts Showcase participation in Spring at CHS				
	Problem Statements: Perceptions 3						
Critical Success Factors CSF 6	3.1, 3.2	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.						
9) AMS will distribute the Parent and Family Engagement Policy but not limited through parent meetings, website, parent resource center, front office in english and spanish. A school parent and family Engagement Policy Checklist is attached to our CIP.	3.1	Administration, Parent liaison and Student Support Director.	Parents and school working together in creating expectations for parent involvement and how the school will implement activities to increase parent participation and take part of the campus family.				
10) Parent Compact will be shared with parents but not limited through Parent Teacher conferences night, website, front office in english and spanish. School-Parent Compact is attached to the CIP.	3.2	Administration, Parent Liaison and Student Support Director	School- Parent compact is attached to CIP. Increase of Parent involvement with teacher and their child's education.				
11) Parent Compact will be shared with parents but not limited through Parent Teacher conferences night, website, parent resource center, front office in english and spanish.	3.1, 3.2	Administration, Parent Liaison and Student Support Director	School- Parent compact is attached to CIP. Increase of Parent involvement with teacher and their child's education.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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.	2.5	Counselors, Principal, Lighthouse Committee	Agendas, MM Lessons				
= 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: 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 2017-2018 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: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) AMS office staff will meet monthly in the form of a PLC to discuss best practices in office management and customer service.		Principal, Office Manager	Agenda Sign In Sheet				
Critical Success Factors CSF 6 2) AMS custodial staff will meet monthly in the form of a PLC to discuss facility issues and scheduling on extra curricular activities.		Principal, Lead Custodian	Agenda Sign In Sheet				
Problem Statements: Perceptions 8							
Critical Success Factors CSF 6 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		Principal	Communication with all aspects of campus management will be communicated to all stakeholders.				
Problem Statements: Perceptions 9							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	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>	3.2	Principal, Technology Teacher	Twitter Record Facebook Page Web Site				
Problem Statements: Perceptions 9							
2) Maintain the web page with current information to include the upcoming events for the school.	3.2	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>	3.2	Administrative team	To increase parent participation in schools activities, events, celebrations and conferences.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) AMS will reach out to public and community business members to impact the school community.		Principal, Business Manager	Principal will attend all partners in education events to rally support for the campus.				
 = 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 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: Met Performance Objective

Strategy Description	ELEMENTS	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.		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, and Gifted and Talented (GT)	2.4	Principal, Business Manager	POs Budget will be used to document expenditures. Team will review and analyze the use and its effectiveness through multiple data points. Campus impact is to increase student academic performance.				
= 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: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal will solicit and secure partnerships with local, state and federal institutions to enrich the education of AMS students.	2.5	Principal	Obtain partners in education				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

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 (SPED) 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, and Gifted and Talented (GT)

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 Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

For the 2016-2017 school year, performance on the state assessment indicated an overall decline in performance particularly within subgroups. Performance is indicated in the table below:

6th Grade

6th grade Math Groups	Number of students	Approaches (Passing)	Masters (grade level)	Masters
Economically disadvantaged	164	59%	26%	5%
LEP	73	47%	21%	1%
SPED	14	7%	7%	0%
Overall	220	61%	30%	10%
6th grade Reading Groups	Number of students	Approaches (Passing)	Masters (grade level)	Masters
Economically disadvantaged	156	58%	23%	9%
LEP	64	33%	5%	2%
SPED	11	37%	18%	0%
Overall	1995	62%	29%	15%

7th grade

7th Grade Math Groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above level)
Economically disadvantaged	180	66%	37%	13%
LEP	52	38%	17%	2%
SPED	20	30%	15%	0%
Overall	239	70%	42%	15%
7th Grade Reading groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above grade level)

Economically Disadvantaged	180	63%	29%	15%
LEP	52	23%	2%	0%
SPED	20	20%	5%	0%
Overall	239	67%	34%	15%

7th Grade writing groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above grade level)
Economically disadvantaged	178	57%	21%	1%
LEP	52	15%	0%	0%
SPED	19	37%	5%	5%
Overall	237	59%	24%	1%

8th grade scores

8th grade Math groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above grade level)
Economically disadvantaged	105	59%	24%	3%
LEP	57	42%	16%	0%
SPED	16	36%	0%	0%
Overall	146	63%	25%	2%

8th grade English groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above grade level)
Economically disadvantaged	126	65%	31%	12%
LEP	60	37%	5%	2%
SPED	15	27%	13%	7%
Overall	191	71%	35%	14%

8th grade Science groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above grade level)
Economically disadvantaged	128	68%	40%	13%

LEP	61	51%	16%	2%
SPED	15	53%	13%	0%
Overall	193	76%	46%	13%

8th grade Soc. Studies groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above grade level)
Economically disadvantaged	128	51%	26%	15%
LEP	61	26%	5%	2%
SPED	15	27%	7%	7%
Overall	193	58%	32%	18%

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

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

The initial Comprehensive needs assessment took place on the week of March 23, 2017.

The second review and revision took place on August of 2017.

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

November, 2017

January, 2018

March, 2018

June, 2018- this is to review and summarize the outcome of our goals and objectives in the improvement plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was created with the Campus Improvement team (CIT) which includes parents and a business member of our community.

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

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

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

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

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

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

List of CIT members are listed in this plan.

2.2: Regular monitoring and revision

Comprehensive Needs Assessments are initialized in March of 2017, after its completion of the process the objectives and strategies are placed in the campus improvement plan with input from the campus improvement team which includes teachers, administrators, parents and community members.

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

November, 2017 - January 2018 - March, 2018 - June, 2018 Evaluation for the campus Improvement plan will be due by June 6, 2018

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

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

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

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

2.4: Opportunities for all children to meet State standards

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

- PLC's target all student subpopulation by collaborating and analyzing data therefore, creating opportunities that target students specific needs
- Utilization of resources for every classroom
- Structured tutoring programs across all core subjects that occurs before, during and afterschool sessions. Saturday camps continuously support our students to work on meeting state standards.
- Implementing a Response to Intervention period by providing strategies for students.
- Professional Development to ensure high quality instruction through effective and appropriate opportunities to ensure a high impact on student growth. Train and implement the instructional methodologies to effectively support all students to include SPED, ELL, and migrant students.

- Through research based and best practices selected programs and instructional methods will be used providing differentiated approach for students to meet state standards. (Example: Think through Math, Shmoop University, tutoring programs, and computer assisted programs by utilizing computer lab) effectively
- Guidance from counselors and presentations with opportunities to apply to real world experiences.
- Celebration and recognizing students for their academic achievement.

2.5: Increased learning time and well-rounded education

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

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

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

- Building Citizenship through Leader-in-me program
- Fine Arts Theatre program- that perform throughout the year and participate competitively
- Medical Academy
- Courses in Sports medicine
- Courses in Algebra 1
- Shmoop University
- SOAR transitional program- creating a smooth transition for students and families from 5th to 6th and 8th to 9th grade.
- New intervention computer lab.
- Afterschool and Saturday Tutoring Program
- PLC efficacy
- Readworks
- Z space enrichment for Gifted and Talented students
- Reading camp
- Positive Behavior Intervention Support (PBIS) by building capacity within our campus to implementing this approach with social, emotional and behavior support.
- Leader in me program is not about only improving test scores but by enlarge to provide opportunities for students to develop to their full potential. Focus in this program creates the 21st century learning opportunities through the following areas:

Leadership

Responsibility

Accountability

Problem Solving

Adaptability

Communication

Initiative and Self Direction

Creativity

Cross-Cultural Skills

Teamwork

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

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

3.2: Offer flexible number of parent involvement meetings

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

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

Parent engagement priorities are as follows:

- Provide Parent Advisory Council (PAC) meetings on a monthly basis- times provided in A.M and P.M to ensure parent participation. Meetings held in English and Spanish.
- Inform parents annually in English and Spanish on the Title 1, Part A purpose and how these services will benefit their children and families. This informational session is provided during the day and evening.
- Pursuing in the formation of an active Parent Teacher Organization (PTO)group.

- Increasing the amount of parent volunteers.
- Open house every semester during the evening to inform and update parents on campus specifics.
- Ensure that we have parent participation in various school committees to include the campus improvement team (CIT) held monthly in the afternoon.
- AMS hosting English Language Learner (ELL) newcomer parent meetings throughout the year to inform parent of student success- scheduled at parents request.
- Utilize a new parent liaison to assist parent and teachers in facilitating parent workshops during the day and evening
- Academic nights are a priority for parents to participate in learning instructional strategies and methods that can be used effectively at home with their children to ensure support from school and home.
- Parent workshops and participation with activities.

Title I Schoolwide Element 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

Addendums

JOSE ALDERETE MIDDLE SCHOOL

2017-2018

PARENT MEETING AND EVENTS

Meeting date	DESCRIPTION OF MEETING	Time held
8/11/2017	Parent open house/meet with principal	5:00 PM
9/13/2017	Monthly parent council meeting	9:00 AM/4:00 PM
10/3/2017	Parent meeting to discuss upcoming set up for parent conferences	10:00 AM
10/11/2017	Parent teacher conferences	12:00 PM/8:00 PM
10/11/2017	Title 1 parent entitlement presentation	2:00 PM /5:00 PM
10/18/2017	Monthly parent council meeting	9:00 AM/4:00 PM
11/15/2018	Monthly parent council meeting	9:00 AM/4:00 PM
1/24/2018	High school presentation for parents	5:00 PM
2/21/2018	School safety meeting at high school	5:00 PM
3/7/2018	Monthly parent council meeting	9:00 AM/4:00 PM
3/8/2018	Parent teacher conferences	12:00 PM/8:00 PM
3/20/2018	School boundary meeting	9:00 AM
3/21/2018	Monthly parent council meeting	9:00 AM
5/10/2018	Parent Advisory Council Meeting	9:00AM
5/11/2018	Parent transitioning meeting for incoming 6th grade	9:00AM
5/10/2018	Parent Advisory Council Meeting	9:00AM
5/11/2018	Incoming Parent meeting	9:00AM
6/13/2018	Parent Advisory Council Meeting	4:30PM
7/11/2018	Parent Advisory Council Meeting	4:30PM

Jose Alderete Middle School
CIC Agenda

August 30, 2017
3:45

Type of Meeting: Regular CIC meeting

Meeting Facilitator: Dr. Rico

- I. Prior Business
- II. Planning
- III. Budgeting
 - Reallocation of Federal money expenditures
 - Campus technology plan
- IV. Curriculum
 - Replacement for Achieve 3000
- V. Staffing
 - Recent enrollment numbers
- VI. Staff development
 - RTI training and implementation
- VII. Organization
 - School spirit shirt
- VIII. New Business
- IX. Adjournment



Campus Improvement Committee

September Meeting

9-27-17

Agenda

1. Pending Business
2. New Business
3. Planning
 - New PLC modalities.
 - Campus goals and improvement plan
 - Review of approvals for CIP goals
 - District goals
 - DAC members
4. Budgeting
 - Budget updates
 - Budget CIP revisions
5. Curriculum
 - Leader in Me
6. Staffing patterns
 - Staffing meeting in September updates
7. Staff development
 - RTI
 - CAST
8. School organization
 - Uniform update (cold weather approaching)
 - Next pep-rally
 - Thanksgiving lunch



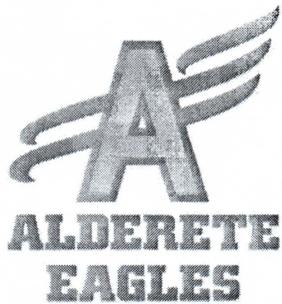
Campus Improvement Committee

October Meeting

10-25-17

Agenda

1. Pending Business
2. New Business
3. Planning
 - Campus goals and improvement plan
 - Parent courses
4. Budgeting
 - Budget updates
 - Athletic admission fee for adults
 - Budget review revision for CIP review
5. Curriculum
 - Make up/re-do policies regarding student work
 - David's law outreach training.
 - Upcoming November CIP review
6. Staffing patterns
 - Mrs. Porras coming on board as the new ELAR teacher.
7. Staff development
 - Leader in Me training dates
 - November staff development day
 - Upcoming November CIP review
8. School organization
 - Language club
 - Safety patrols
 - Use of lockers
 - Next pep-rally
 - Anti-bullying week
 - Parent-teacher conferences
 - Video announcements



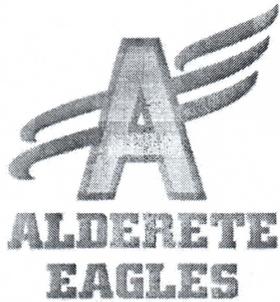
Campus Improvement Committee

November Meeting

11-29-17

Agenda

1. Pending Business
2. New Business
3. Planning
 - Campus goals and improvement plan
 - Closing out the year
4. Budgeting
 - Budget updates
 - Budget CIP revisions
5. Curriculum
 - Fall Ready assessments
6. Staffing patterns
 - increased enrollment
7. Staff development
 - PBIS in the spring
 - out of town opportunities
8. School organization
 - attendance rate
 - closing out semester



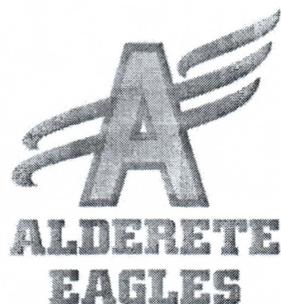
Campus Improvement Committee

January Meeting

1-31-18

Agenda

1. Pending Business
2. New Business
3. Planning
 - 8th grade celebration
 - Lockdown procedures
4. Budgeting
 - Budget updates
 - Budget CIP revisions
5. Curriculum
 - Spring readiness dates
6. Staffing patterns
 - Math and Science needs additional teachers
 - Medical Magnet updates
7. Staff development
 - Summer training
 - GRIT, RTI and GT training
8. School organization
 - attendance zones
 - district of innovation



Campus Improvement Committee

February Meeting

2-14-18

Agenda

1. Pending Business
2. New Business
3. Planning
 - Needs assessments
 - Review prior year to see which goals to carry
4. Budgeting
 - Budget priorities for needs assessment
 - Budget CIP revisions
5. Curriculum
 - Programs to carry for next year
6. Staffing patterns
 - Waiting on response
7. Staff development
 - Summer training
8. School organization
 - attendance zones update
 - creation of needs assessment committees
 - Perceptions
 - school processes
 - demographics
 - Student achievement

ALDERETE MIDDLE SCHOOL

School Parent and Family Engagement Policy Checklist

In support of strengthening student academic achievement, each campus that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Public Law (PL) 114-95 Section 1116 (b) & (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parental involvement and describes how the campus will implement a number of specific parental involvement activities.

Please use the checklist below as a support tool in helping you create and assess your School Parental Involvement Policy:

Yes	No	
X		Does the school have a current year school parent and family engagement policy? PL 114-95 Section 1116 (b)(1)
X		Is the school parent and family engagement policy presented in a format and written in a language parents/families can understand? (is it user friendly?) PL 114-95 Section 1116 (b)(1)
X		Was the school parent and family engagement policy jointly developed with and agreed on with parents? PL 114-95 Section 1116 (b)(1)
X		<i>Invitation to parents/families to attend meeting?</i>
X		<i>Agendas for meetings?</i>
X		<i>Sign-in sheet for meetings including name and title/position?</i>
X		<i>Minutes of meeting?</i>
X		Was the school parental involvement policy distributed to parents/families? (Not all listed below are required but identify and document how the district policy was distributed) PL 114-95 Section 1116 (b)(1)
	X	<i>Student handbook?</i>
X		<i>District website?</i>
	X	<i>Direct mail?</i>
	X	<i>E-mail?</i>
	X	<i>Placed in newspaper?</i>
	X	<i>Provided at student registration?</i>
	X	<i>Provided and explained at beginning of school year event?</i>
X		<i>Discussed at parent-teacher conference?</i>
X		<i>Other? At every parent meeting, copies are provided.-- Pamphlets are available in front office, reception area and at the parent resource center.</i>
X		Was the school parent and family engagement policy made available to the local community? PL 114-95 Section 1116 (b)(1)
X		<i>Document how the school policy was made available to the community: newspaper announcement, presented at public school board meeting, provided to places of worship, civic organizations, businesses, etc. Fort Bliss office, Business Owner, Garacin Commander</i>

Campus Parental Involvement Policy Checklist

Yes	No	
X		Does the school policy describe there will be an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements under this part, and the right of parents to be involved? PL 114-95 Section 1116 (c)(1)
X		<i>Provide documentation for the annual meeting...</i>
X		<i>How the meeting was announced and parents invited - website, email blast, newspaper, notice sent home with students, telephone "tree", etc.</i>
X		<i>Agenda for the meeting including handouts that may be provided</i>
X		<i>Sign-in sheets including name and title/position</i>
X		<i>Minutes of meeting</i>
X		Does the school policy affirm that the school will offer a flexible number of meetings, such as morning and evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement? PL 114-95 Section 1116 (c)(2) <i>It is offered in mornings and evenings</i>
X		Does the school policy describe how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy? PL 114-95 Section 1116 (c)(3)
	X	Does the school policy describe how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and joint development of the schoolwide program plan (campus improvement plan)? PL 114-95 Section 1116 (c)(3)
X		Does the school policy address how parents/families will be provided timely information about school programs under this part? PL 114-95 Section 1116 (c)(4)(A)
X		Does the school policy address how parents/families will be provided a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards? PL 114-95 Section 1116 (c)(4)(B)
X		Does the school policy address how parents/families, when requested, will have opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible? PL 114-95 Section 1116 (c)(4)(C)

Campus Parental Involvement Policy Checklist

Yes	No	
	X	Does the school policy advise if the schoolwide program plan (campus improvement plan) is not satisfactory to parents that the school will submit any parent comments on the plan when the school makes the plan available to the LEA? PL 107-110 Section 1118 (c)(5)
	X	Does the school policy describe how the school will build the schools' (and parents') capacity for parental involvement in the following ways... (Building Capacity Requirements)
X		1. Shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. PL 114-95 Section 1116 (e)(1)
X		2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology. PL 114-95 Section 1116 (e)(2)
X		3. Shall educate teachers, specialized instruction support personnel, principals and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. PL 114-95 Section 1116 (e)(3)
X		4. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, , and conduct other programs such as parent resource centers. PL 114-95 Section 1116 (a)(2)(C) and (e)(4)
X		5. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. PL 114-95 Section 1116 (e)(5)
X		6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. PL 114-95 Section 1116 (e)(14)
X		<i>For all the building capacity requirements maintain documentation...</i>
X		<i>Publicity and invitation to parents about events</i>
X		<i>Agendas for meetings and programs</i>
X		<i>Sign-in sheets at meetings and training events including name and position/title</i>
X		<i>Minutes of meetings or record of training event</i>
X		<i>Letters and newsletters and other print info</i>
X		<i>E-mails and electronic files</i>
X		<i>Telephone log</i>
X		<i>Record of home visits</i>

Campus Parental Involvement Policy Checklist

Yes	No	
	X	Does the school policy describe how the school will build the schools' and parents' capacity for parental involvement in the following ways... (Building Capacity Options)
	X	1. May involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. PL 114-95 Section 1116 (e)(6) Optional
X		2. May provide necessary literacy training from funds received under this if the LEA has exhausted all other reasonably available sources of funding for such training. PL 114-95 Section 1116 (e)(7) Optional Parent University/ Implementation of Literacy Camp
X		3. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents/families to participate in school-related meetings and trainings. PL 114-95 Section 1116 (e)(8) Optional
	X	4. May train parents to enhance the involvement of other parents. PL 114-95 Section 1116 (e)(9) Optional
X		5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize parental involvement and participation. PL 114-95 Section 1116 (e)(10) Optional Provide home visits/ Other educators
X		6. May adopt and implement model approaches to improving parental involvement. PL 114-95 Section 1116 (e)(11) Optional Created a Parent University/ Established standard communication
		7. May develop appropriate roles for community-based organizations and businesses in parental involvement activities. PL 114-95 Section 1116 (e)(13) Optional
		<i>For all the building capacity options maintain documentation...</i>
		<i>Publicity and invitation to parents about events</i>
X		<i>Agendas for meetings and programs</i>
X		<i>Sign-in sheets at meetings and training events including name and position/title</i>
X		<i>Minutes of meetings or record of training event</i>
	X	<i>Letters and newsletters and other print info</i>
	X	<i>E-mails and electronic files</i>
	X	<i>Telephone log</i>
	X	<i>Record of home visits</i>



5/9/18