

Canutillo Independent School District

Jose Alderete Middle School

2018-2019 Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: September 25, 2018

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

Jose Alderete Middle School is one of two middle schools in the Canutillo Independent School District. Currently our school serves 734 students: 242 6th graders, 232 7th graders and 260 8th graders. In the last few years CISD has experienced substantial growth due to new housing developments as well as construction of multi-family apartment units that has mostly affected the attendance zone of Alderete Middle School. Over the past five years, special populations to include at-risk, SPED, 504, migrant, military-connected and gifted students has grown substantially. All the while the number of full time teachers (FTE's) has remained decreased rather than increased directly impacting class sizes. This was the inaugural year of the Health Science focused medical magnet academy at AMS that currently serves 27 6th grade students. The academy has an intense Science and Mathematics focus which allows students to take high school credit classes in those content areas.

The Alderete Middle School staff is highly qualified and has been consistent with little turn over. Meanwhile, the administrative staff paints a different picture. Since its inception in 2006, the school has had 5 different principals including the current administrator. To accommodate for growth an additional assistant principal was added to the staff this year.

The campus demographics are as follows: 51% male, 49% female; 95.65% Hispanic, 3% White, 0.14% American Indian, 0.14% Asian, 0.70% African American, 0.42 two or more races; 28% Limited English Proficient (LEP); 8% Special Education Students (SPED), 11.5% Gifted and Talented Students (GT); 55% At-Risk Students; 77% Economically Disadvantaged Students; 3% Migrant Students; and 3.37% Military Connected Students.

The staff composition is as follows: 63.6% Female, 36.1% Male; and 64% Hispanic, 34% White, 2% African American. AMS has very experienced faculty, 81% of the instructional staff has over 5 years experienced and a 95.5% retention rate. The staff is highly educated, 36.1% of teachers hold an advanced degree. Reading (67%) and Social Studies (60%) are the content disciplines with the most number of staff with under 5 years of teaching experience.

Demographics Strengths

- Increased student population.
- Highly qualified, experienced staff members.
- Little turn over in instructional staff.
- Programs and process in place to serve special populations (GT, SPED, At-Risk, 504, LEP, etc.)
- Incentive program to increase attendance.

- Physical room to accommodate for continuous growth.
- Tutoring programs to Target student performance. (After-school, Saturday, advisory class, etc.)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Class sizes have increased substantially in the past 3 years. Courses in Mathematics, Social Studies and Science are well above CISD and state averages. **Root Cause:** Increase in student population while the teaching staff numbers have remained the same. Since 2014 the student population has increased by 80 students and teaching positions have decreased by 3.

Problem Statement 2: AMS has a large population of limited English proficient (LEP) students coming from feeder elementary schools and approximately 20% of students have not been tested in English although about 50% of those students have been in CISD for most of their elementary schooling. **Root Cause:** Testing in English is not promoted.

Problem Statement 3: AMS suffers from limited parental involvement. **Root Cause:** Limited outreach programs and parental impact activities are provided by campus.

Problem Statement 4: Student access to technology is limited. **Root Cause:** Technology hardware is not current, a limited campus technology plan was in effect without specific components which did not allow for refresh.

Student Academic Achievement

Student Academic Achievement Summary

Alderete Middle School has met standard on Texas Education Agency's (TEA) academic performance report for the 16-17 school year. 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 Post-secondary 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%.

There has been a steady decrease in STAAR testing performance the past 3 years particularly within identified sub-populations. A high influx of limited English proficient students and below grade level literacy levels has augmented to the present concerns. Additionally, attendance has not reached 98% (anticipated goal) and continues to decline.

This year, however, the campus has made very promising gains (10%-15%) in district-made common assessments across all content areas and levels.

Student Academic Achievement Strengths

- Campus schedules an ungraded advisory course (mentoring minds) for every student.
- RTI campus wide intervention is provided for all students requiring it.
- Strong accelerated reader (AR) program to promote literacy.
- Student data utilization by all faculty to identify and address gaps in learning.
- 6th grade cohort has maintained a yearly attendance over 97%.

Problem Statements Identifying Student Academic Achievement Needs

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

Problem Statement 2: Student performance is being affected by low student attendance. **Root Cause:** Attendance accounting and campus procedures are not targeting specific students.

Problem Statement 3: Performance in all tested subjects decreased exponentially over the past three years from 14-15 to 16-17. **Root Cause:** Increased

class sizes and growth in subpopulations has impacted testing scores. Literacy proficiency levels are below grade level for a high number of students.

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

School Processes & Programs

School Processes & Programs Summary

Alderete Middle School promotes a highly rigorous curriculum with built in daily intervention periods (mentoring minds). Tutoring is available for all core content areas and was expanded for the 17-18 school year. The performance on district level common assessment was directly impacted by such efforts as a campus-wide percentage increase in performance was demonstrated. AMS teachers have high expectations for their students and structure an instructive environment that provides for students to meet those expectations. 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.

The campus as a whole runs smoothly and exhibits a high level of cultural success despite constant management change at the Principal level. The increase in student numbers has been widely felt by increase in class loads and class sizes.

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. 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.

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

- Experienced Faculty that create a nurturing educational environment.
- Innovative administration with an open door approach.
- PLC time is used effectively to align with curriculum standards.
- Data utilization has increased and focused on at-risk population.
- Tier III interventions began in 17-18 and continue to expand to impact student growth.
- Active campus improvement team (CIT) that meets regularly to improve campus practices.
- Leader in Me grant is on it's second year and awareness has increased.

- Advanced academic courses provided.
- Reading time provided in a campus wide effort.
- Opportunities for professional development.
- Classrooms have access to mounted LCD projectors, increased technology and updated computer labs (3) as well as chrome book carts (1).

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: A significant number of students repeatedly fail and/or have failed multiple core classes in past years. **Root Cause:** A clear process to intervene for students failing classes is not in effect. RTI methodology was not consistently implemented.

Problem Statement 2: Not all students are actively participating in campus wide programs such as Leader in Me, PBIS, etc. **Root Cause:** Many students do not have access to mandatory material needed in such efforts and fail to take ownership of their learning.

Problem Statement 3: Procedures for military-connected families not clearly defined. **Root Cause:** Lack of a structured approach to accommodate for current growth.

Problem Statement 4: Technology and its educational impact at the campus level is not adequately addressed. **Root Cause:** A technology plan has not been revised to stagger short and long term acquisition goals.

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 grown in student membership vertiginously in the past few years. This has made our small school approach difficult to portray to all stakeholders. Although the campus tries to be proactive, certain factors beyond school control (i.e. understaffed, had staff out on medical leave, etc.). Most parents perceive the campus as effective, as a matter of fact over 60 students are transferred from other communities.

However meaningful parental involvement is not happening as effectively. All communication is translated for accuracy to all stakeholders and parent advisory council and campus improvement team. Our outreach via campus website needs to be revamped.

Students at AMS have a self identity and exhibit campus pride. Disciplinary concerns at the campus are minimal. DAEP placements are minimal and most

are not discretionary but mandatory in accordance to state and district standards. PBIS team is well established and making gains. Bullying and self-harm continue to be priorities to address as well as positive discipline referrals. Due to tragic happenings in Florida, the campus has spent resources and time to revise school safety and plans in effect. A specific method in creating discipline referrals needs to be established for all staff. Parents need to be better informed of campus expectations and student life.

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 sense of school spirit exhibited by students and staff.
- Low incidence of disciplinary referrals.
- Parent advisory council meetings and monthly campus improvement team meetings include parents and community members every month.
- A leadership curriculum is embedded through our Leader in Me initiative.
- Experienced staff that are dedicated and invested in our school and community.
- Campus is very open and receptive to parental/community input.
- Avenues for student and staff recognition.
- AMS participates in district dinner programs for our community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Meaningful parental involvement is not providing stakeholders a specific sense of ownership. **Root Cause:** Diminished parental training opportunities, unresponsive website, summer time drain, and lack of specific information sessions for parents of SPED and LEP students.

Problem Statement 2: Student support (peer-to-peer) are not well established to support academic and social-emotional growth. **Root Cause:** Lack of systems to aid students to be successful.

Problem Statement 3: There is not enough consistency and uniformity within behavioral and cultural systems to sustain effective change. **Root Cause:** Lack of communication amongst all stakeholders to understand parameters and expectations.

Priority Problem Statements

Problem Statement 1: Performance of student subgroups did not match campus average.

Root Cause 1: Need for strategic intervention periods and additional services need to be provided.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Performance in all tested subjects decreased exponentially over the past three years from 14-15 to 16-17.

Root Cause 2: Increased class sizes and growth in subpopulations has impacted testing scores. Literacy proficiency levels are below grade level for a high number of students.

Problem Statement 2 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: September 18, 2015

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 2018-2019, 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, PBIS meetings, discipline referrals, bullying reports and parent surveys.

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 6</p> <p>1) PBIS team will continue to meet monthly to evaluate discipline at the campus level. The team will be composed of multiple stakeholders with equal representation. Incentive programs will be implemented to promote campus-wide positive behavior. Parents and students will be more involved in the process.</p>	2.5	Prevention Specialist; Campus Administration; office manager; PBIS team.	<p>-Number of referrals will continue to decline.</p> <p>-Disciplinary placements will decrease from the 17-8 school year.</p> <p>-Incentive program will provide for a positive environment.</p> <p>-Campus-wide positive referrals will be utilized frequently by all school staff.</p> <p>-A "caught doing good" wall will highlight student/staff achievement.</p>				
Funding Sources: 185-State Compensatory Education - 3000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>2) The campus will implement the "No Place for Hate" initiative and will conduct 3 separate activities throughout the year. The campus will show signage and student work specific to these efforts.</p>	2.5	Prevention Specialist; Campus Administration	-Campus being designated as a "No Place for Hate" school				
Funding Sources: 199-Local Funds - 250.00							
3) Coordinated School Health Team will address the eight components and benchmark data utilizing the quarterly reports.		Administrative team, Student Support Services	Meetings/ Sign in - every 6 weeks- benchmark data results will take place in Spring 2019.				
<p>Critical Success Factors CSF 6</p> <p>4) PBIS implementation at the campus will continue to improve as measured by the benchmarks of quality total scores from 64% in July 2018 to 75% in July 2019.</p>		PBIS team; student support services.	-BOQ improved scores. -Increase in two areas in need of improvement as identified by 17-18 data: faculty commitment and lesson plan inclusiveness.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: The Emergency Operations Plan will be updated for the 2018-2019 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) 2: EOP binder

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) Monthly fire drills will be conducted timely by administration. Additionally, AMS will coordinate with CISD Police to provide 2 crisis intervention drills.		AMS Administration, CISD Police.	Students and staff will be prepared to handle crisis situations.				
2) Campus public address system needs to be in working order at all times.		Facilities, administration.	a working public address system will be vital in order for safety protocols to be in effect.				
= Accomplished = Continue/Modify = 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 will provide a minimum of three activities to students that promote a safe and drug free school throughout the 2018-2019 school year.

Evaluation Data Source(s) 3: list of activities

Summative Evaluation 3:

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.	2.5	AP Counselors	Activity Calendar lesson plans. Student awareness and prevention of drug related incidents will be evident and supported by campus data (disciplinary programs, first chance program).				
2) Guidance presentations on safe and drug free schools will be presented to all students.	2.5	Counselors	-Number of alcohol/drug related disciplinary actions will reduce to 0 for the 18-19 school year.				
Funding Sources: 199-Local Funds - 0.00							
= Accomplished = Continue/Modify = 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: AMS will focus on reducing the number of disciplinary offenses and utilize TEAMS system for teacher input and administrative handling of disciplinary offenses by monitoring weekly.

Evaluation Data Source(s) 4: TEAMS reports.

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
Critical Success Factors CSF 4 1) Administrative team will work to reduce the number of physical altercations; mutual combat, and skipping class coded offenses.	2.4	Administrators, counselors, CIT.	Reduce number of incidents disrupting education.				
2) Campus duty calendar will be revisited monthly by PBIS committee and recommendations will be made to improve student safety while reducing the number of transition, before/after school and lunch incidents.		PBIS team, administrative team.	Faculty will be aware of problem areas as they develop and increase staff presence in those areas to reduce disciplinary referrals. Additionally, AMS will have less DAEP placements.				
= Accomplished = Continue/Modify = 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 celebrate student success at all levels to create a learning environment that is inviting to all stakeholders to include staff, students and community.

Evaluation Data Source(s) 5: Number of celebrations, activities, surveys.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Campus will celebrate appreciation days or weeks of all faculty and staff.		Office manager, principal.	The morale of faculty and staff will continue to improve as evidenced in the final OHI evaluation instrument.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 1: For the 18-19 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 across all content areas as follows: Mathematics from 79% to 85%; Reading from 73% to 80%; Science from 80% to 85%; Writing from 63% to 70%; Social Studies from 74% to 75%.

Reading improvement breakdown: [6th grade from 64% to 70%; 7th grade from 70% to 75%; 8th grade from 83% to 90%];

Mathematics [6th grade from 78% to 80%; 7th grade from 73% to 75%; 8th grade 86% to 90%]

AMS will also improve our Level 3 Advanced performance in Reading to 20%, Math to 20% Social Studies to 25%, Science to 35% and Algebra I to 95%.

Evaluation Data Source(s) 1: STAAR Results

TAPR

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 2 CSF 7</p> <p>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.</p>		Principal Assistant Principal Instructional Coach	<p>Lesson Plans PLC Agenda's TEKS Resource System</p> <p>Effective use of tools will yield common lessons that are engaging and demonstrate student growth.</p>				
Funding Sources: 185-State Compensatory Education - 25000.00							
<p>2) Continue utilizing available resources to implement the district's guarantees in every classroom for every learner.</p>	2.4	Instructional Coach, Principal, Assistant Principal, Department heads,	Use of Eduphoria Reports, common grade level plans, Common assessment blueprint guides to increase/maintain student performance.				
Funding Sources: 185-State Compensatory Education - 5000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math</p> <p>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. This to address all sub-populations to include: migrant, ELL, SPED and RTI levels.</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.				
Funding Sources: 185-State Compensatory Education - 9588.00							
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>4) Provide all students that tested in Spanish at the elementary with a reading intervention course in lieu of elective courses for intervention purposes.</p>	2.4, 2.6	Administration, counseling, RTI teacher.	Students will be able to familiarize with the English assessment and have a chance to exhibit proficiency in English State assessments.				
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>5) Enhance use of student data to provide for instructional use. Common assessments will be composed in the summer months and uploaded for data desegregation.</p>		Principal, department chair, C&I department.	-All tested subjects will compose common assessments in the summer and upload on Eduphoria. -Data days will be used in the school year for deep dives into data.				
Funding Sources: 185-State Compensatory Education - 385.00, 199-Local Funds - 0.00, 211-Title I-Part A - 1288.00							
<p>Comprehensive Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>6) Provide teachers with a more robust professional development agenda in the 18-19 school year to include out-of-town and in-town opportunities.</p>	2.5	Principal, office manager, department chairs.	-More staff will attend best-practices training opportunities.				
Problem Statements: Student Academic Achievement 3							
Funding Sources: 211-Title I-Part A - 5042.00, 185-State Compensatory Education - 3600.00, 199-Local Funds - 2200.00, 255-Title II-Part A Teacher/Principal - 7000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 6 7) Celebrate success throughout the year with students and staff.		Principal	-Increased morale and positive culture leading to more gains.				
Funding Sources: 199-Local Funds - 0.00							
8) AMS will continue to create multiple learning opportunities to include out of classroom activities such as: field trips, guest presenters, volunteer opportunities at other campuses. This will be inclusive of all stakeholders to include the following subpopulations: Migrant, LEP, SPED and At-Risk.	2.4, 2.5	Club sponsors, department chairs, administration.	Students will have a well rounded education.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: Performance in all tested subjects decreased exponentially over the past three years from 14-15 to 16-17. Root Cause 3: Increased class sizes and growth in subpopulations has impacted testing scores. Literacy proficiency levels are below grade level for a high number of students.

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 +/- 15% 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>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 2 CSF 7</p> <p>1) Staff will continue attending weekly PLC meetings to address data, student work and interventions.</p>	2.4, 2.6	Administrative Team	Agenda of PLC, sign-in sheets will demonstrate that each PLC is focused on the questions on the PLC handbook. Instructional will monitor effectiveness of instructional planning in collaboration with administrative team.				
Problem Statements: Student Academic Achievement 3							
<p>Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Vertical PLC team meetings will be provided and collaborate with high school and elementary schools to improve instruction.</p>	2.4, 2.6	Staff	-A student profile will be composed to identify gaps in learning and curriculum strengths.				
Funding Sources: 185-State Compensatory Education - 0.00, 199-Local Funds - 0.00							
<p>TEA Priorities Recruit, support, retain teachers and principals Critical Success Factors CSF 1 CSF 7</p> <p>3) Campus will institute instructional rounds.</p>	2.5	Principal, Instructional Coach.	-Using Harvard College of Education methodology, campus teachers across all disciplines will engage in learning walks.				
Funding Sources: 185-State Compensatory Education - 0.00, 199-Local Funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 4) All students with special needs will be promptly identified and data will be provided to appropriate staff members. The data collected will be passed on from year to year.	2.4, 2.5	Principal, SPED department chair, Diagnostician, SPED staff	-All data will be available to teacher of record on first day of school.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 3: Performance in all tested subjects decreased exponentially over the past three years from 14-15 to 16-17. Root Cause 3: Increased class sizes and growth in subpopulations has impacted testing scores. Literacy proficiency levels are below grade level for a high number of students.

Goal 2: Increase Student Academic Achievement

Performance Objective 3: AMS dropout rate for grades 6-8 will continue to be at 0% for the 2018-2019 school year.

Evaluation Data Source(s) 3: Reports

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 1 1) At-Risk students will have an individual plan which will be updated and monitored yearly.	2.6	Instructional Coordinator Counselors PEIMS Clerk RTI Committee/Eagle Recovery	At-Risk Folders will be updated and monitored for student progress continuously.				
Critical Success Factors CSF 1 2) 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.	2.5, 2.6	Office Manager Teachers	Effective use of budgetary allotments to increase and support student achievement.				
Funding Sources: 211-Title I-Part A - 10107.00							
Critical Success Factors CSF 5 3) Students who are unsuccessful in STAAR testing will have a personal graduation plan developed with parental input.	2.5	Counselors, Instructional Coach	Student preparation for college readiness and high school transition will be adequate to student's needs.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 4: 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 2018-2019 school year.

Evaluation Data Source(s) 4: Reorts of meetings/ conferences for 8th grade students

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
TEA Priorities Build a foundation of reading and math 1) Most 8th grade students will have an opportunity to take PIT a CTE course for high school credit and will use current technology in updated labs.		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.				
	Funding Sources: 211-Title I-Part A - 18500.00						
2) 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 - 2350.00						
3) 8th grade students will be offered the opportunity, if they qualify, to take Algebra 1 for HS Credit.		Math PLC Principal AP	Algebra scores and passing rates will set students for success at the HS level.				
	Funding Sources: 199-Local Funds - 0.00						
4) AMS students will be able to complete art 1 for HS credit.		Art teacher, counselor, administrative team.	Master schedule will continue to reflect at least one section of HS Art.				
	Funding Sources: 199-Local Funds - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 5: For the 18-19 school year, AMS will revise it's technology plan (5 year) and allocate resources to update our hardware components in an effort to positively affect student performance.

Evaluation Data Source(s) 5: List of resources

Summative Evaluation 5: 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 1 CSF 4 1) Two technology labs (25 computers each) will be upgraded to service students and provide for intervention programs.	2.6	Administrative team, technology department, CIT	All technology labs (4) will be upgraded as well as the Eagle center, library and eagle nest computers. 2 labs and centers were updated 17-18.				
	Funding Sources: 185-State Compensatory Education - 0.00						
Critical Success Factors CSF 4 2) Each core subject will obtain a chromebook cart with 25 computers each to provide for instructional purposes.	2.6	Principal, department chairs, technology director.	Increase lab time for students and provide for a better learning environment.				
	Funding Sources: 185-State Compensatory Education - 36736.00						
3) Update printers and other hardware as needed.		Principal, department chairs, technology director.	Access to curricular material and printing of student work.				
	Funding Sources: 211-Title I-Part A - 0.00, 185-State Compensatory Education - 0.00, 199-Local Funds - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 4) Provide a one-to-one technology setting for medical magnet students to provide increase passing rates for sub populations in math and science.	2.5	Principal	Increase passing scores				
	Funding Sources: 185-State Compensatory Education - 98883.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 2: Increase Student Academic Achievement

Performance Objective 6: 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) 6: progress reports

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 1) Eagle Rescue (E.R.) team will meet every grading period to identify students struggling academically and addressing issues in a parent/student/staff intervention.	2.4, 2.6	Instructional Coach, Counselors, administrative team, ER team	-ER team will work with administrative team to create a robust intervention approach for all students that are struggling. -ER team will provide incentives for students making progress.				
	Funding Sources: 185-State Compensatory Education - 0.00, 199-Local Funds - 0.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 4 2) Continue 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.	2.4, 2.5	Teachers, Administrative team	Attendance to tutoring session will increase and directly impact academic performance.				
	Funding Sources: 185-State Compensatory Education - 6669.50						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 4 3) Purchase and licensing for intervention software and other products utilized for instructional purposes.	2.6	Department chairs, administration, instructional coach.	-Continue purchasing imagine math. -Purchase of SCHMOOP software to increase learning time and support student performance. -Purchase of ESL Reading smart for ELL students. -Purchase intervention products.				
	Funding Sources: 185-State Compensatory Education - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 4) Create tutoring opportunities in all content areas that are hands on and engaging to target at-risk students.	2.4, 2.5	Administration, Instructional Coach, Department Chairs.	-Update science materials to provide such activities. -Update social studies equipment to provide interactive experiences.				
Funding Sources: 185-State Compensatory Education - 4777.50							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 7: Student attendance at AMS will increase from 96.4% to 97.5% for the 2018-2019 school year.

Evaluation Data Source(s) 7: Attendance reports and monitoring of Attendance Action Plan

Summative Evaluation 7: 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 5 1) Phone calls home for students with excessive absences.	2.6	Assistant Principal Attendance Clerk	Attendance team will continue to monitor absences and parents of students with chronic absenteeism will be scheduled for admin conferences.				
Critical Success Factors CSF 6 2) Perfect attendance incentives for students throughout the year.		Assistant Principal Attendance Clerk	Improved attendance rates				
Funding Sources: 199-Local Funds - 0.00							
Critical Success Factors CSF 4 3) Provide a tracking system for students with chronic tardiness, and/or absenteeism.	2.6	Attendance clerk, administration.	-Students will be identified and remediation provided.				
Funding Sources: 185-State Compensatory Education - 0.00							
Critical Success Factors CSF 5 4) Campus will hold parent classes on attendance for parents of students with attendance concerns. Parent liaison will work with parents to explain the importance of daily attendance.	3.2	Parent liaison, principal, CIT, attendance clerk.	-Students will be identified and remediation provided.				
Funding Sources: 185-State Compensatory Education - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 8: AMS revamped literacy frameworks for implementation to all students for reading/writing across the curriculum throughout the academic year. A minimum of three metrics will be used to analyze progress.

Evaluation Data Source(s) 8: Classroom observations, performance in ELAR assessments. AR points will be analyzed as well as classroom reading logs in mentoring minds.

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
Comprehensive Support Strategy Critical Success Factors CSF 1 1) Provide every ELAR with classroom libraries with titles of student interest.	2.4	Principal, ELAR department chair, Instructional coach	-Move away from titles that do not generate student interest. -Increase in AR points.				
	Funding Sources: 185-State Compensatory Education - 4000.00						
2) Library will be provided funding to update its current catalog.	2.4	Administration, Librarian.	New titles of interest will be available to students.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211-Title I-Part A - 5000.00, 199-Local Funds - 2500.00						
PBMAS 3) Students will take trips to city public libraries to expand their reading collection. Students that are economically disadvantaged and At-Risk will have a library membership provided to them at school's cost.							
	Funding Sources: 185-State Compensatory Education - 0.00, 211-Title I-Part A - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 4) A summer literacy program will be provided to at-risk students to prevent a decline in their reading ability and encourage great reading habits.	2.4	Principal, ELAR team	-Students that attend the camp will have better outcomes in the subsequent assessments.				
	Funding Sources: 185-State Compensatory Education - 0.00						
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 5) Campus will have access to high quality, research-based professional development to provide literacy intervention to at-risk students.	2.6	Principal	RTI efforts will be focused on bringing students to grade level instruction. Rigor and relevance will be provided for all learners.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 185-State Compensatory Education - 6000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 8 Problem Statements:

Student Academic Achievement
Problem Statement 1: Performance of student subgroups did not match campus average. Root Cause 1: Need for strategic intervention periods and additional services need to be provided.
Problem Statement 3: Performance in all tested subjects decreased exponentially over the past three years from 14-15 to 16-17. Root Cause 3: Increased class sizes and growth in subpopulations has impacted testing scores. Literacy proficiency levels are below grade level for a high number of students.

Goal 2: Increase Student Academic Achievement

Performance Objective 9: Summer bridge programs will be provided to prevent students from having any academic regression and to prepare them for upcoming grade level. This will be available for all incoming 5th grade students.

Evaluation Data Source(s) 9: Report of programs and sign in sheets.

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 1) A medical academy outreach program will be provided in the summer that will include information and recruiting efforts for the upcoming year.		Program coordinator, administration.	-Program will continue to mature.				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 2) A summer bridge program will be provided for all incoming students.	2.4	Principal; Counselors.	Students will be ready to encounter success in middle school.				
Funding Sources: 211-Title I-Part A - 0.00							
3) A bridge Algebra I camp will be provided to pertinent students.	2.5	Algebra teacher, IC, Administration.	Increase the percentage of students reaching mastery.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 10: All students in the 8th grade will be provided multiple opportunities to be successful in the Texas Success Initiative (TSI) test to measure for college readiness. Additionally, a group of 7th graders will begin taking TSI at the end of the academic year. This effort will prepare students for secondary and post secondary opportunities.

Evaluation Data Source(s) 10: Data from TSI testing.

Summative Evaluation 10: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Teachers will work with students for the TSI test, to prepare students for secondary and post secondary opportunities.	2.5	Principal	Increase number of students the opportunities to take the TSI test				
= Accomplished = Continue/Modify = 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 2018-2019 school year.

Evaluation Data Source(s) 1: Schedules of meetings with agendas, purchase orders for materials.

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
Critical Success Factors CSF 6 1) Presentations focused on bullying prevention, self harm prevention, dating violence, conflict resolution and cyberbullying issues will be given to those specific grades determined to be appropriate to them.		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.				
2) AMS school counselors will utilize the Leader in Me curriculum and student leader agenda to develop the personal social domain of the comprehensive guidance and counseling program for 6-8 students to include character etiquette and student communication.	2.4	Counselors, teachers	Teachers will utilize the leader notebooks to carry on leadership lessons.				
Funding Sources: 211-Title I-Part A - 0.00							
Critical Success Factors CSF 6 CSF 7 3) AMS will create a LIM curriculum over the summer that will include use of agenda, book studies in the MM classes and a step by step implementation cycle for teachers to follow.		Principal, IC, Assistant Principal, counselors	-A successful implementation will be palpable across the campus. -Campus activities will be ran by student-led groups.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: During the 2018-2019 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: 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 CSF 6 1) End of year celebration recognizing student achievement in academics and athletics.	3.1, 3.2	Admin Team, Athletic Coordinator, Coaches	Increasing a positive culture and celebrating student success.				
	Funding Sources: 199-Local Funds - 3000.00						
Critical Success Factors CSF 1 CSF 6 2) AMS will provide incentives to students for passing all of their classes with a 85% or better. AMS will also provide additional incentives to promote high academic success.	2.4	Principal IC	Student ownership will be present as well as a constant celebration of success to increase culture.				
	Funding Sources: 199-Local Funds - 0.00						
= Accomplished = Continue/Modify = 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: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Agendas with leader in me materials will be purchased for all students to enhance concept.	2.4, 3.1	Principal, office manager, counselors.	-Students will regularly have access to materials needed. -Student leadership will be present.				
	Funding Sources: 211-Title I-Part A - 0.00						
2) Counseling and leadership team will create curriculum for Mentoring Minds classes in the summer.		Administration, office manager, counselors.	- A structure curriculum for mentoring minds will be provided that includes a book study on the habits.				
	Funding Sources: 211-Title I-Part A - 1515.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

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 2018-2019 school year.

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

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 5</p> <p>1) Parents will be invited to a monthly advisory council meeting to advise the principal on issues affecting the campus. Meetings will be conducted in the morning and afternoon and principal will facilitate in English/Spanish to increase parent participation.</p>	3.1, 3.2	Principal.	Increased parental involvement.				
Funding Sources: 211-Title I-Part A - 0.00							
<p>Critical Success Factors CSF 5</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>	3.1, 3.2	Administrative team, parent liaison, CIC	sign in sheets				
Funding Sources: 211-Title I-Part A - 0.00							
<p>Comprehensive Support Strategy PBMS</p> <p>Critical Success Factors CSF 5</p> <p>3) AMS will host ELL Newcomer parent meetings through the year to inform parents of student success.</p>	2.6, 3.1, 3.2	Admin Team, LPAC clerk, Parent Liaison	Parents of students learning English will learn how to impact the process.				
Funding Sources: 185-State Compensatory Education - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 4) AMS will purchase supplies and reading materials for parent meetings and activities which are supported by parents.	3.2	Principal, Parent liaison.	Parents will attend meetings regularly and provide feedback.				
Funding Sources: 211-Title I-Part A - 0.00							
Critical Success Factors CSF 5 5) A parent university will be hosted by AMS at the start of the year to educate community about discipline, attendance and opportunities at the campus.	3.1, 3.2	Parent liaison, principal, CIT	-parents will be better informed about campus expectations.				
Funding Sources: 211-Title I-Part A - 0.00							
Comprehensive Support Strategy PBMAS Critical Success Factors CSF 5 6) Special parent sessions will be hosted for parents of at-risk, ELL and SPED students to inform parents of their rights and opportunities. Parent compact and Parent involvement policies for federal compliance will be reviewed periodically.	2.6, 3.1, 3.2	Parent liaison, principal, CIT	-Student performance on subgroups will increase and gaps narrowed. -Parents will be more involved in day to day school operations. -Compact, parent involvement policies and improvement plan will be readily available in the office, reception and parent room.				
Funding Sources: 211-Title I-Part A - 0.00							
Critical Success Factors CSF 5 CSF 6 7) Family content nights will be hosted to expose parents and community to academic curriculum at AMS.	3.1, 3.2	Parent liaison, principal, CIT	-Informed parents will be able to support students and performance will increase.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: In 2018-2019 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: No 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) A parental habits booklet will be created and monthly newsletter sent to parents to inform of campus happenings.	3.1	Parent liaison, principal, CIT, counseling team, lighthouse team.	-Parents will understand the LIM concept and home support will be there for success.				
Funding Sources: 211-Title I-Part A - 0.00							
= Accomplished = Continue/Modify = 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 2018-2019 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 5 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	Provide positive and efficient customer service.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 4: A summer bridge program will be provided for all incoming parents and students to AMS.

Evaluation Data Source(s) 4: sign in sheets/agendas and meeting minutes.

Summative Evaluation 4: No 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 CSF 6 1) AMS will host a week of learning opportunities and events for parents and students during the summer.	3.1, 3.2	Parent liaison, principal, CIT	-Attendance, discipline and student performance will improve.				
Funding Sources: 211-Title I-Part A - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 1: In 2018-2019 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
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.		Principal, Technology Teacher	Twitter Record Facebook Page Web Site				
2) Maintain the web page with current information to include the upcoming events for the school.		Principal, Technology Teacher	Web Page				
Critical Success Factors CSF 5 3) AMS will promote at least 4 student performances, athletic events and academic events that the AMS students are involved.		Principal, Technology Teacher	Parent Participation in events-sign in logs.				
Critical Success Factors CSF 5 4) Provide an opportunity for parents to provide input through a monthly parent advisory meeting.							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

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

Performance Objective 2: In 2018-2019 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: Exceeded Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) AMS will meet with community to gain a partnership that will positively benefit all our students		Principal	Increase partnerships with our campus by working closely with our community				
= Accomplished = Continue/Modify = 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 2018-2019 school year based on the needs of the campus.

Evaluation Data Source(s) 3: Financial Reports

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
Comprehensive Support 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	Budgetary resources will directly impact instruction and campus culture this academic year with all students to include: LEP, Migrant, SPED and At-Risk students.				
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 2) AMS will meet the minimum expenditure requirements for all special programs and special populations, including; SPED, ELL, 504, GT, as it complies with TEA requirements.		Principal, Business Manager	To increase and maintain student academic performance.				
= Accomplished = Continue/Modify = 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 and maintain partnerships with government institutions to provide students and staff resources that reach further than the classroom walls. AMS will increase form 1 to 2 partnerships.

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

Summative Evaluation 4: Exceeded 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.		Principal	Obtain partners in education				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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	\$615.00
185.11.6112.96.042.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,597.00
185.11.6117.05.042.30	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	\$5,497.00
185.11.6118.35.042.30	6118 Extra Duty Stipend - Locally Defined	\$2,823.00
185.11.6119.35.042.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$56,900.00
185.11.6128.05.042.30	6128 Overtime Pay - Locally Defined	\$200.00
185.11.6129.00.042.30	6129 Salaries or Wages for Support Personnel	\$13,440.00
185.11.6141.00.042.30	6141 Social Security/Medicare	\$165.00
185.11.6141.05.042.30	6141 Social Security/Medicare	\$75.00
185.11.6141.06.042.30	6141 Social Security/Medicare	\$1.00
185.11.6141.13.042.30	6141 Social Security/Medicare	\$9.00
185.11.6141.35.042.30	6141 Social Security/Medicare	\$646.00
185.11.6141.96.042.30	6141 Social Security/Medicare	\$37.00
185.11.6142.00.042.30	6142 Group Health and Life Insurance	\$3,586.00
185.11.6142.35.042.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.96.042.30	6143 Workers' Compensation	\$12.00
185.11.6143.00.042.30	6143 Workers' Compensation	\$47.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6143.05.042.30	6143 Workers' Compensation	\$200.00
185.11.6143.13.042.30	6143 Workers' Compensation	\$3.00
185.11.6145.00.042.30	6145 Unemployment Compensation	\$12.00
185.11.6145.35.042.30	6145 Unemployment Compensation	\$52.00
185.11.6146.00.042.30	6146 Teacher Retirement/TRS Care	\$365.00
185.11.6146.05.042.30	6146 Teacher Retirement/TRS Care	\$120.00
185.11.6149.00.042.30	6149 Employee Benefits	\$147.00
185.11.6149.05.042.30	6149 Employee Benefits	\$66.00
185.11.6149.35.042.30	6149 Employee Benefits	\$1,311.00
6100 Subtotal:		\$96,413.00
6200 Professional and Contracted Services		
185.11.6299.00.042.30	6299 Miscellaneous Contracted Services	\$31,788.00
6200 Subtotal:		\$31,788.00
6300 Supplies and Services		
185.11.6329.00.042.30	6329 Reading Materials	\$3,650.00
185.11.6398.00.042.30	6398 Computer Supplies/Software - Locally Defined	\$98,883.00
185.11.6399.00.042.30	6399 General Supplies	\$5,381.00
6300 Subtotal:		\$107,914.00
6400 Other Operating Costs		
185.11.6411.00.042.30	6411 Employee Travel	\$3,599.00
185.11.6494.00.042.30	6494 Reclassified Transportation Expenses	\$4,091.00
185.11.6499.00.042.30	6499 Miscellaneous Operating Costs	\$150.00
6400 Subtotal:		\$7,840.00

Personnel for Jose Alderete Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jodie Helm	RTI Intervention Teach	Math/ELA	1.0
Richard Vasquez	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 2017-2018 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	161	78%	35%	10%
LEP	85	68%	14%	2%
SPED	14	29%	0%	0%
Overall	237	78%	35%	10%

6th grade Reading Groups	Number of students	Approaches (Passing)	Masters (grade level)	Masters
Economically disadvantaged	161	60%	33%	14%
LEP	85	38%	5%	1%
SPED	14	7%	0%	0%
Overall	237	60%	28%	15%

7th grade

7th Grade Math Groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above level)
Economically disadvantaged	168	73%	41%	13%
LEP	74	61%	27%	5%
SPED	10	10%	0%	0%

7th Grade Math Groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above level)
Overall	239	72%	43%	17%

7th Grade Reading groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above grade level)
Economically Disadvantaged	168	69%	28%	15%
LEP	73	47%	10%	4%
SPED	10	10%	0%	0%
Overall	231	70%	34%	20%

7th Grade writing groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above grade level)
Economically disadvantaged	168	57%	24%	4%
LEP	73	47%	32%	8%
SPED	10	0%	0%	0%
Overall	230	62%	30%	7%

8th grade scores

8th grade Math groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above grade level)
Economically disadvantaged	147	78%	43%	9%
LEP	54	59%	30%	4%
SPED	16	19%	0%	0%
Overall	201	80%	47%	11%

8th grade English groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above grade level)
Economically disadvantaged	172	74%	38%	12%
LEP	57	52%	113%	0%
SPED	16	20%	7%	0%
Overall	256	80%	45%	19%

8th grade Science groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above grade level)
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8th grade Math groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above grade level)
Economically disadvantaged	128	76%	51%	26%
LEP	58	56%	28%	7%
SPED	15	33%	7%	0%
Overall	257	79%	58%	33%

8th grade Soc. Studies groups	Number of Students	Approaches (passing)	Meets (grade level)	Masters (above grade level)
Economically disadvantaged	171	68%	32%	15%
LEP	58	47%	12%	2%
SPED	15	27%	20%	7%
Overall	257	74%	39%	21%

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
- Imagine Math
- Achieve 3000
- 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 February, 2018.

The second review and revision took place on August of 2018.

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

November, 2018

January, 2019

March, 2019

June, 2019- 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 (3) parent members, U.S. Army partners 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 monthly 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.
3. Professional Development is focused around campus priorities to ensure student growth.
4. To enhance student character through various programs and guide our students towards a career and/or profession.
5. To work on building a meaningful parent partnership for their empowerment and engagement in their child's education.
6. Alderete Middle School (AMS) is determined to build a strong and powerful relationship with our parents by creating and maintaining a welcoming atmosphere.
7. 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 2018, 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, 2018 - January 2019 - March, 2019 - June, 2019

Improvement plan is monitored quarterly at a minimum. Attached and uploaded into the program are other dates, agendas and minutes 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
- PTO meetings
- Parent Advisory Council (PAC) binder which is available for viewing during every PAC meeting. English & Spanish
- On the campus website
- On the district website

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 differentiate approach for students to meet state standards. (Example: Imagine 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.
- Classroom libraries
- Attendance initiatives
- Leader in Me

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 programs, 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 (6th and 7th grade levels)
- Courses in Sports medicine
- Courses in Algebra 1

- Upcoming courses in Algebra 2, High School Chemistry, and High School Physics.
- Schmoop
- SOAR transitional program- creating a smooth transition for students and families from 5th to 6th and 8th to 9th grade.
- New computer lab.
- Afterschool and Saturday Tutoring Program
- PLC efficacy
- Readworks
- Achieve 3000
- Imagine Math
- STEM scopes
- 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:

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 Garrison commander's office.
- 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 Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Montoya	Library Aide	Title 1	1.0
Devin Roush	Instructional Coach	Title 1	1.0
Nancy Torres	Parent Liasion	Title 1	1.0

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Janet Amador	Teacher
Classroom Teacher	Damon Zeller	teacher
Classroom Teacher	Estella Ramos	Teacher
Classroom Teacher	Jesus Arvizuo	Teacher
Classroom Teacher	Francis Hayes	Teacher
Classroom Teacher	Rachel Salgado	Teacher
Classroom Teacher	Jodie Helm	Teacher
Classroom Teacher	Patricia Hoover	Teacher
Classroom Teacher	Mary Ann Pastran	Parent liaison
Classroom Teacher	Manuela Jallad	Teacher
Classroom Teacher	Deyanira Fronce	Counselor
Administrator	Oscar Rico	Principal
Administrator	Andrea Esparza	Assistant Principal
Non-classroom Professional	Emmy Montoya	Office Manager
District-level Professional	Marlena Zimmerman	Science Coordinator
Business Representative	Cpt. Alexander Stalnaker	US Army Partner
Classroom Teacher	Sonia Frayre	Parent
Classroom Teacher	Dina Madrid	Parent
Business Representative	Evangelina Martinez	Business/parent rep
District-level Professional	Hector Rodriguez	Internal Auditor