

Canutillo Independent School District

Canutillo Middle School

2018-2019 Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Academic Achievement in Social Studies

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: September 25, 2018

Mission Statement

The faculty and staff of Canutillo Middle School will empower students to be the motivational force behind their own future success by modeling citizenship, leadership, and a desire for lifelong learning.

Vision

A culture of academic excellence built on collaborative leadership and innovative instruction at Canutillo Middle School will produce accomplished scholars and community leaders able to meet future challenges of an evolving global society.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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District Information
Offers the ASVAB test
Administration (2018 - 2019 Preliminary Fall PEIMS file loaded
11/05/2018)

Principal Daniel Medina
Assistant Principal Barbara Peterson

School Population (2018 - 2019 Preliminary Fall PEIMS file loaded 11/05/2018)		Count	Percent
Student Total		657	100%
6th Grade		241	36.68%
7th Grade		219	33.33%
8th Grade		197	29.98%

Student Demographics (2018 - 2019 Preliminary Fall PEIMS file loaded 11/05/2018)

	Count	Percent
Gender		
Female	291	44.29%
Male	366	55.71%
Ethnicity		
Hispanic-Latino	628	95.59%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	1	0.15%
Black - African American	6	0.91%
Native Hawaiian - Pacific Islander	0	0.00%
White	21	3.20%
Two-or-More	1	0.15%

Special Services (2018 - 2019 Preliminary Fall PEIMS file loaded 11/05/2018)

	Count	Percent
Top Primary Disabilities		
Learning disability	45	55.00%
Autism	13	16.00%
Other health impairment	9	11.00%
Speech impairment	6	7.00%
Instructional Settings		
Speech Therapy code (00)	6	7.41%
Homebound code (01)	0	0.00%
Hospital Class code (02)	0	0.00%
Mainstream code (40)	12	14.81%
Resource Room codes (41,42)	37	45.68%
VAC code (08)	0	0.00%
Off Home Campus codes (91,92,93,94,95,96,97,98)	0	0.00%
State School code (30)	0	0.00%
Residential Care codes (81,82,83,84,85,86,87,88,89)	0	0.00%
Self-Contained codes (43,44)	26	32.10%
Full-Time Early Childhood code (45)	0	0.00%

Student by Program (2018 - 2019 Preliminary Fall PEIMS file loaded 11/05/2018)	Count	Percent	Other Student Information (2018 - 2019 Preliminary Fall PEIMS file loaded 11/05/2018)	Count	Percent
Bilingual	8	1.22%	At-Risk	364	55.40%
English as a Second Language (ESL)	154	23.44%	Economically Disadvantaged	408	62.10%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless(*Special Notes*)	0	0.00%
Free Lunch Participation	319	48.55%	Immigrant	4	0.61%
Reduced Lunch Participation	89	13.55%	Limited English Proficient (LEP)	172	26.18%
Other Economically Disadvantaged	0	0.00%	Migrant	16	2.44%
Gifted & Talented	84	12.79%	Military Connected	22	3.35%
Special Education (SPED)	81	12.33%	Foster Care	1	0.15%
Title 1 Participation	657	100.00%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	3	0.46%	Section 504 (11/05/2018)	54	8.22%
Homeless Statuses			Intervention Indicator	0	0.00%
Homeless Status Total	13	1.98%			
Shelter	2	0.30%			
Doubled Up	11	1.67%			
Unsheltered	0	0.00%			
Hotel/Motel	0	0.00%			

Overall, we as a campus have increased in enrollment, in areas of LEP, SPED and AT risk. SPED increased the most due to the addition to two SPED units: ISC and LSC III. LEP, grade 6 for this current school year is much larger than previous grade 6 classes. Despite the increase in these areas, the campus works with ALL students to assist to exit student's to the mainstream. Areas that need improvement are more materials and resources accessible to the inclusion teacher to serve these students. Even though data shows success, the campus would like to make sure the student's needs are met with high quality instruction.

Demographics Strengths

As a middle school campus our enrollment has increased each year.

There has been an increase in enrolling for STEAM opportunities.

Despite increase in subgroups as a campus we include all and assist to exit students from the following: LEP, SPED, At risk to increase mainstream

population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in enrollment; increase in special populations **Root Cause:** Boundary line restructuring

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

Student Academic Achievement

Student Academic Achievement Summary

Overall, CMS is trending in the positive direction with PBL and STEAM. STAAR data within the last 3 years has shown positive trends for grade 6-8 Math and grade 7 Writing. Grade 8 Science and grade 6-8 Reading has been stable with little or no growth. The positive trends can be attributed to the following: Response to Intervention(RtI) program has seen strong results in tested subjects and overall, SPED and LEP populations saw a positive increase in tested subjects; Strong teacher collaboration across the campus; Writing interventions with the 11-minute essay, UTEP workshops; and alignment within Math, ELAR, and Science departments when it comes to planning and lesson delivery. CMS will continue to focus on reaching high mastery levels and in our special populations.

Student Academic Achievement Strengths

Response to Intervention(RtI) program has seen strong results in tested subjects. As a result SPED and LEP populations saw a positive increase in tested subjects.

Math and ELAR interventions within Mentoring Minds program have seen positive results.

Strong teacher collaboration across the campus.

Writing interventions with the 11-minute essay, UTEP workshops

Project Based Learning across contents

Alignment within Math, ELAR, and Science departments when it comes to planning and lesson delivery.

Problem Statements Identifying Student Academic Achievement Needs

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

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

School Processes & Programs

School Processes & Programs Summary

As a campus, Canutillo Middle School has continued to provide all learners with a rigorous 21st century learning experience by integrating Science, Technology, Engineering, Arts, and Math (STEAM) into a hands-on learning approach. At CMS the faculty and staff are preparing students to be successful in the real world by implementing STEAM initiatives which supports the instructional program where students apply their learning to real-world contexts within the framework of Project/Problem-Based Learning (PBL) experience. Project Based Learning is a common practice across all contents and has proven to have a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving. Writing across ALL contents could be seen on a daily basis at CMS through quick writes, journal writing, note taking, research projects, and real world writing. Finally, in order to reach all our students, the Response to Intervention(RtI) program has seen strong results in tested subjects by having a team of faculty members come together every 9-weeks to review student data and determine best practices to improve student learning. As a result of implementation our SPED and LEP populations have had positive increase in tested subjects. CMS is building momentum in the right direction with many campus initiatives in order to boost student performance. We continue to grow and develop new methods of teaching to reach all our students.

School Processes & Programs Strengths

-STEAM academy initiatives which supports the instructional program where students apply their learning to real-world contexts within the framework of Project/Problem-Based Learning (PBL) experiences.

-Writing across ALL contents through quick writes, journal writing, note taking, research projects, and real world writing has contributed to student growth

-Project Based Learning across contents has had a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving

-Response to Intervention(RtI) program has seen strong results in tested subjects. As a result SPED and LEP populations saw a positive increase in tested subjects.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: STEAM (PLTW) program lacks materials/resources **Root Cause:** Program is very expensive and materials need to be purchased

Problem Statement 2: Science department needs STEM Scopes to further accelerated instruction, project based learning and classroom interventions. **Root Cause:** Students and teachers do not have sufficient technology to provide high-quality differentiation Science education

Problem Statement 3: ELAR and Social Studies departments need Chromebooks **Root Cause:** Departments need access to their own chromebooks to further PBLs in classrooms.

Problem Statement 4: Students struggle with nonfiction texts on state assessments **Root Cause:** ELAR department lacks nonfiction books/class sets

Perceptions

Perceptions Summary

Overall, Canutillo Middle School is moving in the right direction as it continues to build a strong campus culture. The strength at CMS lies in the fidelity of the PBIS committee, a strong partnership with the Parent Teacher Organization (PTO), building leadership capacity with the 6th graders, and a strong counseling department. The PBIS committee is very involved in creating a positive culture at CMS. PBIS is involved with various incentives across the school such as, students are recognized for show good character, GRIT, grades, behavior and other qualities by teachers. Those students are then referred to the principal for a positive referral. The Parent Teacher Organization is the backbone of the campus. This organization provides students with various opportunities to be successful. The PTO provides incentives and rewards for the students at various times in the school year. They are also very involved in working with our teachers and staff at various capacities on a daily basis such as decorating the hallways with student work and help monitor the school whether its during transition or at the end of day with traffic and cross guard duty. Our 6th graders are not bystanders by any means. They are not waiting to become 7th graders to participate in sports and other activities. This grade level has high participation in Attendance, Academic UIL events, OKEs, STUCO, and NJHS. Finally, the counseling department makes a direct point of contact with every single disciplinary ISS referral. Counseling is provided to all students who are referred to ISS and/or DAEP. Counseling is provided at various times to bridge our students's understanding of their choices. Besides disciplinary involvement, our counselor is very proactive in reaching our students at various times such as taking the lead to educate our students with bullying. It takes a village to run CMS and there's an incredible one here.

Perceptions Strengths

-PBIS: This committee is very involved in creating a positive culture at CMS. PBIS is involved with various incentives across the school such as, students are recognized for show good character, GRIT, grades, behavior and other qualities by teachers. Those students are then referred to the principal for a positive referral.

-Attendance: CMS is very competitive with attendance. Overall, students are coming to school almost at a 97% rate.

-Parent Teacher Organization/Parent Liason: Parents are the backbone to the campus. This organization provides students with various opportunities to be successful. PTO provides incentives and rewards for the students at various times. They are also very involved in working with our teachers and staff at various capacities on a daily basis.

-6th grade involmnet: 6th graders are not bystanders as they are not waiting to become 7th graders to participate. Grade level has high involvement in UIL,

OKEs, STUCO, NJHS...

-Counselor Involvement: Counselor makes a point of contact with every single ISS referral. Counseling is provided to all students who are referred to ISS. Besides disciplinary involvement, our counselor is very proactive in reaching our students at various times such as taking the lead to educate our students with bullying.

-DAEP Transition: Students returning from DAEP are transitioned back into the regular setting by having strong support from counselor. Students are provided with a couple of days to transition into the mainstream setting at CMS.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The community needs to be more informed with what is happening at the school good and bad. Our website needs to be updated and more accessible for the community. **Root Cause:** Parents are not aware of what is happening at the campus level. CMS needs to provide various opportunities to reach families such as sending newsletters, updating website, using social media often, and expand the reach by using the application called Remind to registration process to reach parents.

Problem Statement 2: Increase PTO involvement. **Root Cause:** PTO needs to grow in numbers. Male presence also needs to increase to provide support for our male students.

Problem Statement 3: CMS needs to build a better foundation for incoming 6th grade students and parents. **Root Cause:** Provide a thorough orientation for incoming 6th grade students and parents. Provide tours to parents and explain in detail the academic and behavior expectations.

Priority Problem Statements

Problem Statement 1: Increase in enrollment; increase in special populations

Root Cause 1: Boundary line restructuring

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers are not prepared to effectively teach STEM/STEAM strategies

Root Cause 2: Lack of teacher training and staff development

Problem Statement 2 Areas: Demographics

Problem Statement 3: ELL student population continue to struggle on STAAR/TELPAS in reading, writing, and oral fluency

Root Cause 3: Continual academic gaps developed from elementary school and 6th grade

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Teachers struggle with differentiation of instruction for ELL, SPED, and GT students.

Root Cause 4: Lack of teacher training and staff development

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Social Studies decreased by 9% and has not seen any positive growth in the past 3 years.

Root Cause 5: Staffing was an issue with tested grade level

Problem Statement 5 Areas: Student Achievement

Problem Statement 6: Teachers need appropriate PBL training and time to truly plan

Root Cause 6: Some departments need more training in PBL

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: Science department needs STEM Scopes to further accelerated instruction, project based learning and classroom interventions.

Root Cause 7: Students and teachers do not have sufficient technology to provide high-quality differentiation Science education

Problem Statement 7 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local 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 for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

- Study of best practices

Goals

Revised/Approved: September 25, 2018

Goal 1: Provide a Safe and Secure Environment

Performance Objective 1: Canutillo Middle School will provide 4 school-wide programs and/or presentations to promote the development of positive character within a safe and secure environment during the 2018-19 school year.

Evaluation Data Source(s) 1: List of Programs

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue the implementation of PBIS across campus

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide presentations and training to include -No Place for Hate Program -Anti Gang Presentation -Drug & Alcohol Awareness -Character Development Presentation -Local Law Enforcement Agencies Presentation and Cyber Bullying		Counselors, SRO, PBIS Committee	Reduced amount of Referrals, off campus DAEP placements, Verified incidents of bullying after investigation.				
Critical Success Factors CSF 6 2) Provide a campus wide Positive Behavior Interventions and Supports program to include Universal Expectations and reflections. Core Values: Safety, Respect, Responsibility		PBIS Committee, Principal, Assistant Principal	Students recognized for positive behavior. Reduced referrals, increase instructional time, improve positive student-adult relationships. Improve parental involvement.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Provide a Safe and Secure Environment

Performance Objective 2: In the 2018-19 school year, Canutillo Middle School will reinforce emergency action plans monthly with all faculty, while practicing routine emergency drills to effectively execute the Emergency Operations Plan.

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

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) School will conduct unannounced fire drills once a month. Every semester the school will conduct a lock down drill with the assistance of local law enforcement.		Principal, Assistant Principal, Nurse, and Counselors	Monitor the time the school is evacuated by comparing times every month. The goal is to reduce the time to under 5 minutes. The school will practice each month and debrief on troubled areas, so next month's drill will be better. This process will help ensure that the school is prepared for any emergency.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 1: CMS needs to improve in all tested subject areas by 3% with heavy focus on writing (57% to 60%), increase progress measures for ELL (53%-56%) and SPED (5%-8%). EL students will improve a rating by 3% on speaking, listening, writing.

Evaluation Data Source(s) 1: STAAR and TELPAS results

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Closely monitor assessments are in Eduphoria

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 3 CSF 4</p> <p>1) Follow the non-negotiable (YAG-OMATIC, YAG, VAD, IFD, common assessments) of the Canutillo Independent School District curriculum for grades 6-8 in order to ensure vertical and horizontal alignment.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Department Heads, Teachers	Teachers using PLC time to discuss common assessments, share and review data from eduphoria and TEKS resource center.				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3</p> <p>2) Administer common assessments and STAAR-like mock tests and analyze data and results. Disaggregate data for all accountability populations to identify performance gaps and meeting annual standards as designated for all state and federal programs.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Department Heads, Teachers	Teachers using PLC time to discuss common assessments, share and review data from eduphoria and TEKS resource center. Use STARR release tests to evaluate student growth.				
Problem Statements: Student Achievement 2, 5 - Student Academic Achievement 1, 2							
<p>Critical Success Factors CSF 1</p> <p>3) Provide tutorials in all tested subject areas before school, during the school day, after school, Saturdays, and Summer School.</p>	2.5, 2.6	All Core teachers, instructional Coach, counselors	Students will be evaluated every three weeks to measure academic growth. Teacher will identify interventions provided for all students. Counselors will meet with students every 6 weeks to monitor progress.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 4) Comply with Response to Intervention and RTI Team requirements to develop a comprehensive plan for students at-risk of failing any tested subjects and/or STAAR tests.	2.4, 2.6	All Core teachers, instructional Coach, counselors	Students will be evaluated every three weeks to measure academic growth. Teacher will identify interventions provided for all students. Counselors will meet with students every 6 weeks to monitor progress.				
	Funding Sources: 185-State Compensatory Education - 5166.13						
5) Provide EL and other At Risk students technology by integrating use in core to increase their listening, speaking, and writing skills via campus project based learning (PBL) activities and STEAM . Teachers will be able to differentiate instruction by embedding supports via Google classroom.	2.4, 2.5	All Core teachers, instructional Coach, counselors	Students will be evaluated every three weeks to measure academic growth. Teacher will identify interventions provided for all students.				
	Problem Statements: School Processes & Programs 2 Funding Sources: 185-State Compensatory Education - 32450.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 2: Social Studies decreased by 9% and has not seen any positive growth in the past 3 years. Root Cause 2: Staffing was an issue with tested grade level
Problem Statement 5: Teachers need appropriate PBL training and time to truly plan Root Cause 5: Some departments need more training in PBL
Student Academic Achievement
Problem Statement 1: ELL student population continue to struggle on STAAR/TELPAS in reading, writing, and oral fluency Root Cause 1: Continual academic gaps developed from elementary school and 6th grade
Problem Statement 2: Teachers struggle with differentiation of instruction for ELL, SPED, and GT students. Root Cause 2: Lack of teacher training and staff development
School Processes & Programs
Problem Statement 2: Science department needs STEM Scopes to further accelerated instruction, project based learning and classroom interventions. Root Cause 2: Students and teachers do not have sufficient technology to provide high-quality differentiation Science education

Goal 2: Increase Student Academic Achievement

Performance Objective 2: The percentage of students who reach Masters level will increase in Reading all grade levels by 5%: 2019 STAAR Results 6th (22%-27%) 7th Reading (18%-23%), 8th reading (22%-27%) on the 2019 STAAR test.

Evaluation Data Source(s) 2: STAAR results

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue to grow the Advance Academics courses

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 2 CSF 4</p> <p>1) Review current data with RTI Team to develop a comprehensive plan for students who are identified as high achieving per any tested subjects and/or STAAR tests. Those students will be placed in enrichment classes called Mentoring Minds based on their area of strength(s). Teachers will use Project Based Learning to challenge students to use higher critical thinking skills.</p>	2.5	Principal, Assistant Principal, Counselors, Instructional Coach, and RTI team.	Students will be evaluated every three weeks to measure academic growth. Teacher will identify high performing students and provide instruction that tends to the complex needs of high achieving students by their high-ability students. Teachers will use PBLs to help move students from Meets to Mastery levels or stay in Mastery level.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Goal 2: Increase Student Academic Achievement

Performance Objective 3: CMS students will increase by 5% on mastery level in Advanced Academics on the 2019 STAAR test as reported in late spring that corresponds to their area of identified giftedness.

Evaluation Data Source(s) 3: STAAR results

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Next Year's Recommendation 3: Increase amount of AA sections for students

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Ensure that one teacher from each core subject attend summer Pre-AP institutes to teach Pre-AP strategies and Pre-AP classes</p>	2.4, 2.5	Principal, Assistant Principal, Instructional Coach, Department Head, Teachers	Teachers submit certificates of completion. Instructional Coach will monitor opportunities for Staff development.				
<p>Critical Success Factors CSF 1</p> <p>2) Monitor all GT students on the STAAR-like Mock test and common assessments</p>	2.4	Principal, Assistant Principal, Instructional Coach, Department Head, Teachers	GT services, Eduphoria data, District common assessment data, class room progress measurement.				
<p>3) Increase teacher awareness of all advanced academics students' areas of giftedness.</p>	2.4	Principal, Assistant Principal, Instructional Coach, Counselors, GT Services	Increase the amount of students who enroll in GT courses, PAP and AP courses.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 4 4) Track progress of AA students to insure academic success.	2.4	Principal, Assistant Principal, Instructional Coach, Counselors, GT Services	Review ACT ASPIRE scores for college readiness indicators. Review grades, district common assessments, and state assessments.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 4: In the 2018-19 school year, the gaps in STAAR performance between the at risk and non at risk students will be no more than 5 percentage points in all tested subject areas to be reported in late Spring, 2019 (Campus 53% at risk %).

Evaluation Data Source(s) 4: STAAR results

Summative Evaluation 4: No progress made toward meeting Performance Objective

Next Year's Recommendation 4: Intervention lesson plans during RTI and Mentoring Minds need to be closely monitored for specific supports for students

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide extended year program services for students at-risk of being retained in grades 6-8.	2.5, 2.6	Principal, Assistant Principal, Instructional Coach, Counselors	Reduce the amount of students attending summer school and State Assessment retakes.				
2) Monitor progress of at-risk students to ensure academic success in all subjects.	2.5, 2.6	Principal, Assistant Principal, Instructional Coach, Counselors	Reduce the amount of students attending summer school and State Assessment retakes.				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 185-State Compensatory Education - 8532.29</p>							
3) Provide tutorials to at-risk students before school, during school day, after school and Saturdays to include transportation. Review data and place them into RTI classes or Mentoring Minds for specialized support.	2.5, 2.6	Instructional Coach, Teachers, paraprofessionals.	Sign-In sheets, Tutoring Logs, Tutoring profiles.				
<p>Funding Sources: 185-State Compensatory Education - 5730.25</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 4 Problem Statements:

Student Academic Achievement

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

Goal 2: Increase Student Academic Achievement

Performance Objective 5: By the end of the 2018-19 school year, 100% of CMS teachers and instructional assistants will be trained as needed to assist them in providing instructional strategies focused on Economically Disadvantaged, At-Risk, English Language Learners and Special Education sub-populations necessary to meet the State Accountability standards at all PLC's and campus staff development.

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

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide training on the participation criteria for the Online STAAR to committee members of the ARD, LPAC, Student Study Team and 504.		Assistant Principal and Instructional Coach.	Sign in sheets and completion of certification for all trainings and staff development.				
2) Provide support to teachers to ensure all needed testing accommodations are routinely incorporated in students' regular instruction.		Assistant Principal and Instructional Coach.	Lesson Plans, IEP's, Modifications present in teachers binders.				
Funding Sources: 185-State Compensatory Education - 15365.00							
3) Provide research based professional development in the both the content area and instructional strategies for teachers who have students in Special Education, Inclusion, ELL and At-Risk.	2.4, 2.5	Principal, Assistant Principal Instructional Coach.	Teachers will be encouraged to attend training(s) that provide intensive writing strategies, so they may differentiate instruction for at risk students. Teachers are encouraged to engage students with scaffolded activities to make the writing a manageable and enjoyable learning experience. .				
Problem Statements: Student Academic Achievement 2							
Funding Sources: 185-State Compensatory Education - 775.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Student Academic Achievement

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

Goal 2: Increase Student Academic Achievement

Performance Objective 6: At the beginning of the 2018-19 school year, CMS staff and Instructional Coach will monitor 100% of the students identified as needing Response To Intervention (RTI) and conduct follow-up meetings every 6 weeks to ensure student academic success.

Evaluation Data Source(s) 6: Scheduled RTI meetings throughout the year

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Next Year's Recommendation 6: Consistency with monitoring of RTI students

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continuous monitoring of students who have been retained, failed 2 or more core subjects, failed previous years STAAR test		Instructional Coach, Counselors, Teachers	Instructional Coaches will provide a list of students who have not passed state assessments (STAAR) from previous year. Place students in required intervention course. Monitor student progress every 3 weeks. Use eduphoria data of DCA's progress reports, and six weeks grades.				
2) Provide training on Tier I classroom instructional strategies to all staff.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Sign in sheets to campus staff development.				
3) Implement Tier II and Tier III classroom instructional strategies for all RTI identified students and teachers assisting with intervention.		Administration, Instructional Coach	Lesson Plans, PLC Binders, eduphoria data, common assessment data, State assessment data.				
Additional Targeted Support Strategy 4) Provide Instructional Resources to assist TIER 2 and Tier 3 RTI students in both English and Math.		TALON (RTI) Team	Students exit RTI classes.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 7: In the school year 2018-19, 85% of EL and immigrant students will advance one level of English according to the STAR Renaissance and/or TELPAS. The district's ESTAR assessment will increase by 5% from the previous school year.

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

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
1) RTI focus for new comer 1-3 year in the US) students in language acquisition.	2.6	ELAR RTI Teacher, IC, RTI Committee members	Students will develop a better understanding of the English language by being placed in an RTI Language acquisition class every other day for the entire year.				
2) RTI focus for ELL students that have been coded ELL for more than 5 years (lifers).		RTI Teacher, RTI committee, LPAC committee	Students will develop reading and math comprehension skills, relearn skills they lack from previous grade levels, fliers academic strategies for completing tasks, assignments, and test taking.				
Problem Statements: Student Academic Achievement 1, 2							
PBMAS TEA Priorities Build a foundation of reading and math	2.6	RTI Teacher, RTI committee, LPAC committee	Students will develop missing academic skills necessary for classroom and STAAR success.				
3) ELL students struggling in Math or Reading will be placed in Mentoring Minds RTI class 35 minutes daily.							
Problem Statements: Student Academic Achievement 1							
4) Academic Tutor from ALS, Migrant, and CMS will be assigned to assist struggling students within their reading, math, science, and social studies classrooms.		IC, Classroom Teacher	Tutors will be present during first teach instruction and ensure that students understood concepts. Reteach missed concepts, assist with completion of tasks, chunk lesson etc.				
Problem Statements: Student Academic Achievement 1, 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 7 Problem Statements:

Student Academic Achievement

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

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

Goal 2: Increase Student Academic Achievement

Performance Objective 8: By the 2018-19 school year, the gaps in STAAR performance between ELL and non ELL students will be reduced by 15% percentage points in all tested subject areas to be reported in late Spring, 2019. (Gaps in reading of ELL to non ELL range from 20-48% based on grade level.)

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

Summative Evaluation 8: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide supplemental support, instructional materials, resources and support to assist all ELL students in all mainstreamed courses		Principal, Assistant Principal, Instructional Coach, teachers, ESL paraprofessional, LPAC committee.	Supplemental program data, progress monitoring for all ESL students every 3 weeks.				
2) Continue staff development on the English Language Proficiency Standards (campus-wide and departmental)		Principal, Instructional Coach	Certification of completion.				
TEA Priorities Build a foundation of reading and math 3) Provide at least one academic tutor for ELL subgroup	2.6	Instructional Coach	Tutor will be hired and placed in Math and English ELL courses.				
4) Provide instructional materials and resources to teachers of ELL students in all core courses.		Principal, Instructional Coach	Supplemental program data, progress monitoring for all ESL students every 3 weeks.				
5) Provide tutorials for ELL sub group before school, during school, after school and track progress for student success.		LEP Paraprofessional	Supplemental program data, progress monitoring for all ESL students every 3 weeks.				

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

Goal 2: Increase Student Academic Achievement

Performance Objective 9: CMS will improve student attendance rate from 96.6% to 97% for the 2018-19 School year.

Evaluation Data Source(s) 9: Attendance Reports

Summative Evaluation 9: No progress made toward meeting Performance Objective

Next Year's Recommendation 9: Create attendance committee to review attendance

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) Provide incentives for perfect attendance every six weeks. Students will be provided with free dress days when they spell out "Canutillo." Each day each grade level that earns a 97% will receive a letter. Daily attendance will be given during announcements.</p>		Attendance Clerk, Principal, and Assistant Principal	Increased attendance rates per six weeks.				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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

Performance Objective 1: Canutillo Middle will provide 4 school-wide programs and/or presentations to promote the development of positive character within a safe and secure environment during the 2018-19 school year.

Evaluation Data Source(s) 1: Lists of programs

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Schedule school wide assemblies once every 9 weeks with motivational speakers

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

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

Performance Objective 2: In the school year 2018-19, 100% of CMS faculty and staff will continue to promote the PBIS Discipline program to reduce discipline action plans by 15% from 65 to 55 referrals.

Evaluation Data Source(s) 2: Final results based on number of discipline action plans for 18-19

Summative Evaluation 2: No progress made toward meeting Performance Objective

Next Year's Recommendation 2: Provide interventions to Tier 3 students

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Create a framework (School Wide Positive Behavior Intervention Support) for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.	2.4, 2.5	Assistant Principal, PBSI committee	Activity calendars, reduction in discipline referrals.				
Critical Success Factors CSF 4 CSF 6 2) Provide a comprehensive lesson plan at the beginning of the year during Mentoring Minds advisory on the Eagle Eyes (Safety, Respect, Responsibilities and Academics). Provide information to teachers about different activities that can be incorporated into daily lessons that promotes safety, respect, responsibilities and academics.		Assistant Principal, PBSI committee	Student handbook acknowledgement signed				
3) Disaggregate data of discipline referrals to identify unsafe and/or problem areas within the school and the frequencies of different behaviors.		Assistant Principal, PBSI committee	Review PEIMS data on a quarterly basis.				
4) PBIS campus team will include: administrator, counselor, teacher, staff and student representative.		Assistant Principal	PBSI plan and quarterly report.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) 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	Assistant Principal	PBIS committee sign in sheets and agendas.				
6) PBIS campus team will attend a minimum of 3 local PBSI trainings per year and one regional conference.		Assistant Principal	certificates of completion.				
7) The campus will implement the "No Place for Hate" Initiative.		Principal, counselors	Confirmed status report from No Place For Hate origination.				
8) Through the student support department, the campus will implement a science based substance abuse and violence prevention curriculum to educate students in grades: 5th, 6th, 7th and 9th.		Principal, SHAC, Health Teacher	PAC sign in sheets, student sign in sheets, lesson plans				
9) Through the student support department parents will be educated on substance abuse and violence prevention at parent meetings or events.		Principal, SHAC, Health Teacher	PAC sign in sheets				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: In the 2018-19 school year, the total number of professional staff absences will decrease from its current rate of 3.5% personal leave absences to 3% and the current rate of 6% duty-related absences to 5%.

Evaluation Data Source(s) 3: Staff Absences Report for 18-19

Summative Evaluation 3: No progress made toward meeting Performance Objective

Next Year's Recommendation 3: Monitor with fidelity

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Track attendance of all employee categories for certificate recognition at the end of each six weeks (to exclude school business absences).		Principal and Office manager	TEAMS reports				
2) CMS teacher attendance for each department will be reviewed at the end of each six weeks period and average perfect attendance between 95%-100% will be eligible for incentives.		Principal and Office manager	TEAMS reports				
3) Initiate incentives to promote and reward teacher perfect attendance.		Principal and Office manager	Teacher sign in sheets, TEAMS reports.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 4:

In the school year of 2018-2019, Canutillo Middle School will attain high student achievement through a meaningful, motivational educational experience by taking our students on various field trips. These experiences will enhance our student's learning.

Evaluation Data Source(s) 4: List of field trips approved by administration that correlate to student classroom learning.

Summative Evaluation 4: No progress made toward meeting Performance Objective

Next Year's Recommendation 4: Take academic field trips per grade level instead of EOY field trips to amusement parks

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Field trips opportunities for growth and exposure to real life experiences.		Principal	Increase real life experiences through field trips.				
= 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: In the 2018-19 school year, all Canutillo Middle School faculty will have a fully operational web page or learning platform that can be monitored by teachers, students and parents on a regular basis.

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

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Model proficient use of technology in daily work in communications, presentations, on line collaborations and student centered projects		Principal, Assistant Principal, Instructional Coach	Lesson Plans, walkthroughs, observations.				
2) Provide time during PLC's and teacher work days to build web-pages and online applications.		Instructional Leadership TEAM	Greater use of Technology in the classrooms. Lesson plans, walkthroughs, observations.				
3) Provide hands on staff development with new technology peripherals and ways to integrate into student lessons		Principal, Assistant Principal, Instructional Coach	Certificates, sign in sheets, PLC binders and agendas.				
4) Purchase various technology peripherals for access to all teachers. Purchase new, updated technology peripherals.		Principal, Assistant Principal, Instructional Coach	CIP, Technology inventory				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: In the 2018-19 school year, CMS Parent Teacher Organization (PTO) will increase participation of both parents and faculty by 20% (15 active to 20).

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

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue with Family STEAM nights to increase involvement

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide opportunities for PTO to be present at campus events for increased exposure to parents.		Parent Liaison, Principal	PTO Sign in sheets.				
Funding Sources: 211-Title I-Part A - 1196.44							
2) Create a PTO web-page link and Facebook profile.		PTO president, Principal, and Parent Liaison.	Frequent visits to web-page and likes on facebook posts.				
3) Provide PTO with opportunities to meet with faculty to promote activities and increase membership.	3.2	Principal, PTO president, parent liaison.	Faculty meeting agendas.				
= 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: in 2018-19 CMS will have 4 parent nights per semester for ELL/LEP parents to encourage participation in student learning.

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

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) LPAC Dinner designated for ELL students and their parents to share tips and strategies to assist in student learning and transitional integration to English classrooms.		LPAC clerk, Instructional Leadership Team, ESL intervention Teachers.	Improved scores on TELPAS, STAAR, and six weeks grades.				
2) Will hold parent involvement policy meetings with parents to ensure input and collaboration. Will distribute policy to all parents.	3.1, 3.2	Principal	Number of parents aware of parent policy and increase in parent participation				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

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

Performance Objective 1: In the 2018-19 school year, CMS students and parents will participate in at least six campus wide college/career awareness activities to promote interest in post secondary education.

Evaluation Data Source(s) 1: Parent Sign in sheets/ Schedules &/or flyers of college/career activities for 18-19

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) Provide Presentations and Trainings that will provide students with opportunities to acquire knowledge on different community colleges, universities, trade schools and careers that will prepare them for the future.		Counselors, Instructional coach, Teachers	Mentoring Minds Calendar and Lesson Plans				
2) Students will receive information that pertains to programs that will enhance their learning and desire to seek a post secondary education.		Counselors, Instructional coach, Teachers	Mentoring Minds Calendar and Lesson Plans				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: By June 2019, CMS students will participate in at least three transition and co-curricular activities with CHS and Northwest ECHS to facilitate a successful passage from middle school to high school and from elementary to middle.

Evaluation Data Source(s) 2: Schedules of activities

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide students with the opportunity to meet with Campus Administration and other staff to facilitate the transition.		Counselors	Meeting agendas, sign in sheets				
2) Provide information about high school and graduation plans to prepare students for transition.		Counselors	Retention data, Graduation plans				
3) all students will attend at least one field trip to a nearby college or university to provide college exposure.		Instructional Leadership Team	Planned field trips, travel itineraries.				
4) Incoming 6th will be invited to participate in the STEM summer bridge camp.		Principal, Assistant Principal, Teachers	Students will be better prepared for 6th grade by being exposed to PBL and STEM focused instruction.				
Problem Statements: Demographics 1, 2 Funding Sources: 185-State Compensatory Education - 0.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Increase in enrollment; increase in special populations Root Cause 1: Boundary line restructuring
Problem Statement 2: Teachers are not prepared to effectively teach STEM/STEAM strategies Root Cause 2: Lack of teacher training and staff development

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

Performance Objective 3: During the 2018-19 school year, the campus will provide activities for parents and community members to attend at least once a month in an effort to increase parent engagement in their children's education.

Evaluation Data Source(s) 3: Lists and schedules of activities

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Prevention Specialists will provide monthly parent meetings to promote: Anti-Bullying, violence, drug use, etc.		Parent Liaison, Jesus Juarez	Call-outs to parents, monthly newsletters, marquee, web-page, facebook.				
Funding Sources: 211-Title I-Part A - 72.94							
2) Provide 2 transition meetings for inbound 6th graders.		Instructional Leadership Team	Call-outs to parents, monthly newsletters, marquee, web-page, facebook.				
3) Showcase Fine Arts and electives students perform and display student work		Instructional Leadership team/ Fine Arts dept head	Monthly activity calendars				
= Accomplished = Continue/Modify = No Progress = Discontinue							

State Compensatory

Budget for Canutillo Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.13.041.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,584.00
185.11.6117.05.041.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$27,325.00
185.11.6118.00.041.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$528.00
185.11.6126.03.041.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$32,395.00
211.13.6118.00.041.30	6118 Extra Duty Stipend - Locally Defined	\$2,633.00
6100 Subtotal:		\$65,465.00
6200 Professional and Contracted Services		
185.11.6299.00.041.30	6299 Miscellaneous Contracted Services	\$15,365.00
211.11.6299.00.041.30	6299 Miscellaneous Contracted Services	\$540.00
6200 Subtotal:		\$15,905.00
6300 Supplies and Services		
185.11.6329.00.041.30	6329 Reading Materials	\$5,500.00
185.11.6398.00.041.30	6398 Computer Supplies/Software - Locally Defined	\$33,500.00
185.11.6399.00.041.30	6399 General Supplies	\$8,500.00
211.61.6399.00.041.30	6399 General Supplies	\$746.00
6300 Subtotal:		\$48,246.00
6400 Other Operating Costs		

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.13.6411.00.041.30	6411 Employee Travel	\$1,200.00
211.13.6411.00.041.30	6411 Employee Travel	\$3,572.00
211.23.6411.00.041.30	6411 Employee Travel	\$1,500.00
185.11.6494.00.041.30	6494 Reclassified Transportation Expenses	\$5,000.00
185.13.6499.00.041.30	6499 Miscellaneous Operating Costs	\$2,600.00
211.61.6499.00.041.30	6499 Miscellaneous Operating Costs	\$1,200.00
	6400 Subtotal:	\$15,072.00

Personnel for Canutillo Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elisa Carrasco	At Risk Aide	At Risk	1
Michele Morales	Teacher	Intervention Program	1
Robert Perez	Teacher	Math	1
Rose Cereceres	Teacher	Math	1
Veronica Levario	Teacher	Reading	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

School wide comprehensive needs assessment took place at different levels beginning with staff input regarding strengths and needs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

All faculty members were involved in developing the CIP. Following the feedback from the faculty, CIC and leadership team reviewed the suggested changes and approved the minutes on various occasions to implement the most up to date plan that reflects the current needs of our students.

2.2: Regular monitoring and revision

We monitor and revise during our CIC meetigns every Wednesday of every month.

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

Location of CIP will be found in front office, parent liason's room, school website, instructional coach's room, and all flyers are done in english and spanish. Also, the CIP is available at parents request for parents. Parent liason schedules autmated call outs on a montly basis for any upcoming events in spanish and in english. She also provides information for parents on the school marquee and on a white board visable so when parents are dropping off their students they may view it. The school is also heavy promoting on social media like Facebook, Instagram, Twitter, and the school website. Finally, our

parent liason conducts home visits for parents who are not able to make the meetings when offered.

2.4: Opportunities for all children to meet State standards

We monitor student progress through the use of evaluating student data based on assessments. Students are then placed in corresponding interventions or enrichments during the school day via Mentoring Minds (30 minutes everyday) and all our Math and Reading classes are double blocked.

2.5: Increased learning time and well-rounded education

As a campus, Canutillo Middle School has continued to provide all learners with a rigorous 21st century learning experience by integrating Science, Technology, Engineering, Arts, and Math (STEAM) into a hands-on learning approach. At CMS the faculty and staff are preparing students to be successful in the real world by implementing STEAM initiatives which supports the instructional program where students apply their learning to real-world contexts within the framework of Project/Problem-Based Learning (PBL) experience. Project Based Learning is a common practice across all contents and has proven to have a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving. Writing across ALL contents could be seen on a daily basis at CMS through quick writes, journal writing, note taking, research projects, and real world writing. Finally, in order to reach all our students, the Response to Intervention(RtI) program has seen strong results in tested subjects by having a team of faculty members come together every 9-weeks to review student data and determine best practices to improve student learning. As a result of implementation our SPED and LEP populations have had positive increase in tested subjects. CMS is building momentum in the right direction with many campus initiatives in order to boost student performance. We continue to grow and develop new methods of teaching to reach all our students.

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

For students who have been identified as at-risk CMS is provides a very prescribed intervention instructional support system. Teachers are provided with professional developement that adddress the following: Response to Intervention(RtI) program in tested subjects, Project Based Learning across ALL contents, Writing inverventions with the 11-minute essay, Math and ELAR interventions within Mentoring Minds program and Region 19 workshops that address differentiation of instruction. All students coded at risk are properly coded and monitored at begining of each school year. All 13 criteria is evaluated at the begining of the school year to assure studnets are successfully identified and serviced. Students are placed accordingly if they qualify in an enrichment or intervention class during the instructional school day.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Students, parents and faculty members have provided feedback to school administration based on a check list provided by the parent and student support department from the district. The parent liason plays a vital role in organizing these events as she promotes the events. Surveys are also conducted at each semester to valuable feedback to provide school officials. We are looking to engage parents in ongoing and meaningful communication about their child's student academic learning and other school activities ensuring that parents and families play an integral role in assisting their child's learning and becoming actively involved in their child's education through the support and partner of our teachers and staff.

3.2: Offer flexible number of parent involvement meetings

Canutillo Middle School offers Coffee with the Prinicipal at 9:00 am and 5:00 pm once a month on a designated date determined a few months in advanced. This event is advertised on social media, website, flyers sent with students, posted on the monthly calendar sent home with students, and via a call out. Each meeting is offered in english and in spanish for any parent present.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Gomez	Library Aide	Library	1
Elsa Romero	Parent Liason	Student Support	1
Marie Cervera-Olivas	Instructional Coach	Instructional Coach	1

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Daniel Medina	Principal
Budget Clerk	Isaura Prado	Budget Clerk
Administrator	Barbara Peterson	Assistant Principal
Counselor	Marisela Grado	Counselor
Counselor	Monica Prieto	Counselor
Instructional Coach	Marie Cervera-Olivas	Instructional Coach
Classroom Teacher	Rose Cereceres	Math Teacher
Classroom Teacher	Selena Stair	Special Education Teacher
Classroom Teacher	Diana Sanchez	Health Teacher
Classroom Teacher	Maria Bumgardner	Spanish Teacher
Classroom Teacher	Geoffrey Kimble	Social Studies Teacher
Librarian	Frankie Brito	Librarian
Classroom Teacher	Patricia Montiel	Science Teacher
Parent	Ana Ortiz	Parent
Classroom Teacher	Nancy Sherman	PLTW Teacher
Parent Liaison	Elsa Romero	Parent Liaison
Parent	Adriana Villalva	Parent
Parent	Mryna Ibarra	Parent
Teacher	Lisa Roskosky	PLTW Teacher