

Canutillo Independent School District
Jose Alderete Middle School
2021-2022 Campus Improvement Plan



Mission Statement

WE LOVE KIDS!

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

Vision

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

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Jose Alderete Middle School is one of two middle schools within CISD. Alderete M.S. received 6 of 7 available distinctions under the Texas Education Agency's performance monitoring system. Canutillo ISD received an A rating with a grade of 91, and AMS received a B rating with a grade of 84. Our student population is predominately Hispanic; although growth has led to an increase in other ethnicities, as well as the number of military families enrolled at AMS. Over the past few years, our special populations (at risk, LEP, special ed/504, migrant, & GT) have remained constant with a significant decrease in SPED students as a result of boundary changes. For the 19-20 school year a specialized self-contained unit will move to AMS thus increasing our SPED population. The boundary changes have also led to a decrease in students (from 725 to 660). This will allow CISD to accommodate potential growth with new construction of homes and apartment complexes. AMS has experienced growth due to community growth and anticipates about 1,000 new homes built in the area and 2 apartment complexes (one with 75 units and the other with 210 units. more anticipated growth to come). The growth is also due to the introduction of a Health Science strand (Medical Academy) at AMS, which provides CISD students and El Paso students the opportunity to earn a high school credits in Math, Science and Career Technology in 8th grade. The AMS teaching staff is highly qualified and has been consistent with little turn over. AMS's auxiliary staff has also been consistent with little turn over. For the first year in a number of years, administrative staff has also remained constant.

Student Demographics for AMS:

Gender	count	percentage
Female	324	51.1%
Male	310	48.9%
Ethnicity:		
Hispanic-Latino	610	96.2%
Race:		
American Indian-Alaska Native	0	0%
Asian	1	.16%
Black- African American	5	.79%
Native Hawaiian- Pacific Islander	0	0%
White	14	2.21%
Two-or-More	4	.63%

Defined student by program are as follows:

Program	Count	Percentage
Bilingual	0	0%
English as a Second Language (ESL)	202	28.33%
Career & Technical Education (CTE)	228	31.98%
Free Lunch Participation	411	57.64%
Reduced Lunch Participation	135	18.93%
Other Economically Disadvantaged	0	0%
Gifted & Talented	87	11.50%
Special Education (SPED)	41	6.47%
Title 1 Participation	713	100%
Dyslexia	7	.98%
Homeless Status:		
Homeless Status Total	9	1.42%
Shelter	0	0%
Doubled Up	16	2.24%
Unsheltered	0	0%
Hotel / Motel	0	0%

Additional student information:

Student Information	count	percentage
At-Risk	364	57.41%
Economically Disadvantaged	546	76.58%
Title 1 Homeless (Special Notes)	0	0%
Immigrant	9	1.26%
Limited English Proficient (LEP)	300	47.31%
Migrant	12	1.89%
Military Connected	24	3.37%
Foster Care	0	0%
CTE Single Parent /Pregnant Teen	0	0%
Section 504 (No Section 504 file for 2018)	0	0%

For 2019-2020, Alderete had 61 staff members (42 teachers). The ethnic breakdown of the teachers is 67.8% Hispanic, 11.8% White, 2.3% African American, 2.3% Asian with a gender composition of 35.1% males and 64.9% females. 79% of teachers at AMS have more than 5 years of educational experience (25.2% 6-10 years experience; 28.1% 11-20 years experience; 25.7% over 20 years experience) and 35.1% have advanced degrees.

Demographics Strengths

- 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.)
- Addition of additional RTI staff to provide targeted intervention.
- Monitoring of IEP implementation to identify effectiveness of accommodations and grade monitoring for special education.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A consistent number of students coded as ELL have attended US schools for over 6 years and have yet to reach Advanced High through appropriate yearly progress. **Root Cause:** Students test in elementary school in Spanish for three years and aside from TELPAS in elementary and middle school, there is no other specific push to monitor progress, thus the absence of intervention and progress.

Student Learning

Student Learning Summary

Alderete Middle School has met standard on Texas Education Agency's (TEA) academic performance report for the 18-19 school year. We earned 6 of the 7 distinctions for the 18-19 school year: Academic Achievement in English Language Arts/Reading; Academic Achievement in Science, Academic Achievement in Social Studies; closing the gaps, and Post-secondary Readiness.

For the 2019 STAAR administration students performed as follows: 6th Grade Reading- 62% 6th Grade Math- 75% 7th Grade Reading- 70% 7th Grade Math- 77% 7th Grade Writing- 66% 8th Grade Reading- 86% 8th Grade Math- 87% 8th Grade Social Studies- 73% 8th Grade Science- 88%.

There is a decreased performance in STAAR testing performance particularly in 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 sustained gains in district-made common assessments across all content areas and levels. This year the campus improve its data utilization to inform instruction, this also lead to a robust intervention/tutoring approach. The campus staff retention numbers continue to excel.

Student Learning Strengths

- Great staff retention percentages.
- Gains in all STAAR tested areas were obtained in 18-19.
- Lower class sizes from prior year.
- Strong tutoring programs.
- Alignment with NWECHS/CHS programs and advanced academics.
- Targeted Saturday enrichment programs for mastery level of performance.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): A decrease in performance is prevalent amongst sub-populations to include EL, SPED, At-Risk, economically disadvantaged, etc. The campus is under improvement for academic progress of SPED students. **Root Cause:** The campus does not have a system for student academic review to analyze and intervene in student progress. SPED case loads are double than that of the other middle school campus. AMS has 66 SPED students between two teachers and CMS has the same but with four teachers, thus making student tracking, intervention, and support more difficult.

Problem Statement 2: Student mastery scores are declining in all areas from prior years, while only approaches index continues to rise. **Root Cause:** Advanced academic courses do not receive the same support, resources, or training that other courses do. Additionally, there is not a clear plan to identify, intervene, and exit students not encountering success in advanced courses.

Problem Statement 3 (Prioritized): Student progress measures decrease from 5th to 6th grade, overall. **Root Cause:** A specific bridge program for all students has not been established in order to allow the opportunity for students to be successful as the rigor and complexity exponentially increases in the 6th grade. There is not proper support, materials, and training provided by the campus.

School Processes & Programs

School Processes & Programs Summary

Alderete has a strong, experienced faculty and staff. The campus as a whole runs smoothly and effectively, as demonstrated by OHI performance levels. Programs are growing here on campus, which includes the first Medical Magnet Academy in middle school level. Upgrades in technology has improved the way teachers can utilize data and students learn. A summer bridge program was initiated and the RTI approach was refined. We have a high percentage ELL/LEP population and most of our students being economically disadvantaged and at risk.

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 18-19 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.

A medical academy is in place for 6th and 7th 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.

Technology on campus for student and staff 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

- Faculty and staff are the strongest assets AMS offers. Most teachers are experienced professionals that have been in the profession over 5 years. All staff works together to educate our students.
- Administration is innovative, has a strong capacity for problem solving and does a great job of listening. Parent advisory council meetings and monthly CIT meetings include parents and community members every month.
- Campus is open and receptive to parental input. It is inviting and sets the foundation for good interaction and communication.
- Experienced Faculty works hard to follow the YAG and IFD's. PLC time is used towards this end in content areas as well as grade levels. Guided by data, teachers constantly reevaluate and redirect teaching objectives, strategies, and methodology, keeping our special populations in mind at all times. Lesson plans are required every week and are submitted through Eduphoria.
- Received 6 of 7 available distinctions.
- Data utilization has increased and focused on at-risk population.
- Decreased number of disciplinary incidents.
- Advanced academic courses provided.
- Opportunities for professional development.

- Delivery of the YAG, IFD's, and TEKS is strong and discussed weekly in PLC's. Data from all formal assessments is closely followed and directs instruction. Instructional coach disaggregates and distributes data analysis.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students in intervention classes aren't seeing significant improvement in their grades or assessment scores. **Root Cause:** Although an advisory class is provided to all students, the class is not being effectively utilized, along with RTI classes. Additionally, a system is not in place to monitor and intervene for students who are unsuccessful in each grading period.

Problem Statement 2 (Prioritized): Technology and software is essential for student learning/compatibility is not allowing for new technology to impact classroom learning for all students **Root Cause:** Collaboration with IT support is not ideal, lag time is extending, and when services tickets are closed out, the issues has not been resolved. Additional PD need to occur in new programs/software/hardware for schoolwide impact.

Perceptions

Perceptions Summary

AMS has experienced a slight decline in student membership this year as a result of boundary changes in Canutillo ISD. Most parents perceive the campus as effective, as a matter of fact over 100 students are transferred from other communities. Parental involvement has increased substantially for the 18-19 school year and highlights the creation of a PTO. All communication is translated for accuracy to all stakeholders. Parent advisory group meetings occur regularly and provide meaningful information to the community in both English and Spanish. Our outreach via campus website needs to be revamped. Students at AMS overall have a self identity and exhibit campus pride. Disciplinary concerns at the campus are minimal and the total number of disciplinary incidents has continued to decrease. DAEP placements have seen an increase particularly in non-mandatory placements since the campus instituted a zero tolerance policy to fighting and possession of tobacco products. PBIS team is well established and making gains. Bullying discipline referrals have dramatically decreased. The campus has spent resources and time to revise school safety and plans in effect and take a proactive approach in securing main entrances. 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. Addition of new programs such as medical academy and upcoming dual language to go along with six top performance distinctions has provided a better outlook for parents.

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 vertiginous 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 100 students are transferred from other communities.

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.
- 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.
- Parent advisory council meetings and monthly CIT meetings include parents and community members every month.
- Campus is open and receptive to parental input. It is inviting and sets the foundation for good interaction and communication.
- Experienced Faculty that create a nurturing educational environment.
- Received 6 of 7 available distinctions.
- OHI indicators, despite a slight dip, have remained strong.

- Data utilization has increased and focused on at-risk population.
- Decreased number of disciplinary incidents.
- Advanced academic courses provided.
- Reading time provided in a campus wide effort.
- Opportunities for professional development.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student behavior, disruption, and disregard for established policies continues to be a problem and interfering with student learning, campus culture, and perception. **Root Cause:** There are too many inconsistencies with the understanding and enforcing of policies that stem from the administration office to the classroom, These inconsistencies create an environment in which students do not clearly understand the policies and expectations, therefore do not follow them without any adequate consequences.

Problem Statement 2: A perceived lack of communication between all stakeholders is seen at the campus. **Root Cause:** A misuse of campus-wide meetings and PLC time in which communication is presented to all staff as one cohesive group. A perception of disconnect/indifference between office and instructional staff.

Problem Statement 3 (Prioritized): Parental involvement is not adequately providing support to the academic progress for all students. **Root Cause:** The campus is perceived as not be as responsive to parents preferred communication methods and is not supportive of parental strategies.

Priority Problem Statements

Problem Statement 2: A decrease in performance is prevalent amongst sub-populations to include EL, SPED, At-Risk, economically disadvantaged, etc. The campus is under improvement for academic progress of SPED students.

Root Cause 2: The campus does not have a system for student academic review to analyze and intervene in student progress. SPED case loads are double than that of the other middle school campus. AMS has 66 SPED students between two teachers and CMS has the same but with four teachers, thus making student tracking, intervention, and support more difficult.

Problem Statement 2 Areas: Student Learning

Problem Statement 4: Students in intervention classes aren't seeing significant improvement in their grades or assessment scores.

Root Cause 4: Although an advisory class is provided to all students, the class is not being effectively utilized, along with RTI classes. Additionally, a system is not in place to monitor and intervene for students who are unsuccessful in each grading period.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Technology and software is essential for student learning/compatibility is not allowing for new technology to impact classroom learning for all students

Root Cause 5: Collaboration with IT support is not ideal, lag time is extending, and when services tickets are closed out, the issues has not been resolved. Additional PD need to occur in new programs/software/hardware for schoolwide impact.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 3: Student progress measures decrease from 5th to 6th grade, overall.

Root Cause 3: A specific bridge program for all students has not been established in order to allow the opportunity for students to be successful as the rigor and complexity exponentially increases in the 6th grade. There is not proper support, materials, and training provided by the campus.

Problem Statement 3 Areas: Student Learning

Problem Statement 1: Parental involvement is not adequately providing support to the academic progress for all students.

Root Cause 1: The campus is perceived as not be as responsive to parents preferred communication methods and is not supportive of parental strategies.

Problem Statement 1 Areas: Perceptions

Goals

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 1: Throughout the 2021-2022 school year, all AMS teachers will be up to date with PBIS, No Place for Hate and the Emergency Operations Plan (EOP). Teachers will review and follow PBIS, No Place for Hate, and EOP guidelines on a monthly basis to ensure that all stakeholders are within a safe and secure learning environment.

Evaluation Data Sources: EOP Binder, Canutillo PD, Security, Administration

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers and staff will be provided with updated training and opportunities to implement guidelines effectively on a quarterly basis.</p> <p>Strategy's Expected Result/Impact: Teachers and staff will feel safe and secure, as well as confident in implementing a safe and secure learning environment</p> <p>Staff Responsible for Monitoring: Administration, Canutillo PD, Security</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers and staff will review and follow PBIS, No Place for Hate, and EOP.</p> <p>Strategy's Expected Result/Impact: All staff members follow protocols for EOP and PBIS</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 1: For the 2021-2022 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 81% to 86%; Reading from 73% to 80%; Science from 88% to 90%; Writing from 63% to 70%; Social Studies from 73% to 76%.

Reading improvement breakdown: [6th grade from 63% to 70%; 7th grade from 70% to 75%; 8th grade from 86% to 90%];
 Mathematics [6th grade from 73% to 80%; 7th grade from 78% to 80%; 8th grade 88% to 92%]

AMS will also improve our mastery level in Reading to 25% [6th grade from 10-15%; 7th grade from 22-25%; 8th grade from 26-30%], Math to 15% [6th grade from 12-16%; 7th grade from 12-15%; 8th grade from 10-13%; Algebra will sustain at 90%] Social Studies from 23% to 27%, Science from 32% to 35% and Writing from from 11% to 15%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Results
TAPR

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 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> <p>Strategy's Expected Result/Impact: Effective use of tools will yield common lessons that are engaging and demonstrate student growth.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide structured tutoring programs for all students across all core subjects, tested or not. Tutorials will occur during, before and after school, Saturday and implement a homework hot line using resources to accommodate for students who are learning remotely or face-to-face and that align with the Texas expectations for knowledge and academic achievements.</p> <p>Strategy's Expected Result/Impact: Attendance to tutorial sessions will increase and directly correlate with student course pass rates, performance on mock testing, performance on common assessments.</p> <p>Staff Responsible for Monitoring: All core teachers, assistant principal, instructional coordinator, instructional technology.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Online thinkup math- MM - 185-State Compensatory Education - \$8,299.60, Mirror Algebra workbooks - 185-State Compensatory Education - \$999.35, Reading resources for intervention - 185-State Compensatory Education - 712.90, Math License for intervention - Curriculum Associate - 185-State Compensatory Education - \$7,636, audio visuals intervention - 185-State Compensatory Education - \$225.40, Barnes Nobles- Reading resources - 185-State Compensatory Education - \$225.40, interactive white activity table - 185-State Compensatory Education - \$15,989.74, tutoring program calculators - 211-Title I-Part A - \$409.90</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide all students that tested in Spanish at the elementary with a reading intervention course in lieu of elective courses for intervention purposes.</p> <p>Strategy's Expected Result/Impact: Students will be able to familiarize with the English assessment to exhibit proficiency in English State assessments.</p> <p>Staff Responsible for Monitoring: Administration, counseling, RTI teacher.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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> <p>Strategy's Expected Result/Impact: Increase student performance through preparation</p> <p>Staff Responsible for Monitoring: Principal, department chair, C&I department.</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Students in intervention classes aren't seeing significant improvement in their grades or assessment scores. Root Cause: Although an advisory class is provided to all students, the class is not being effectively utilized, along with RTI classes. Additionally, a system is not in place to monitor and intervene for students who are unsuccessful in each grading period.</p>

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 2: Throughout 2021-2022, all 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 Sources: Lists of Professional Developments
Walkthroughs documented

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will attend weekly PLC meetings to address data, student work and interventions.</p> <p>Strategy's Expected Result/Impact: PLC is focused. Instructional will monitor effectiveness of instructional planning in collaboration with administrative team.</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Team will collaborate for students with special needs to be promptly identified and utilize data effectively to share with appropriate staff members. The data collected will be passed on from year to year.</p> <p>Strategy's Expected Result/Impact: Increase student performance through effective processes and procedures.</p> <p>Staff Responsible for Monitoring: Principal, SPED department chair, Diagnostician, SPED staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 3: 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 2021-2022 school year.

Evaluation Data Sources: Reports of meetings/ conferences for 8th grade students

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Most 8th grade students will have an opportunity to take PIT, a CTE course, for high school credit and use current technology in updated labs.</p> <p>Strategy's Expected Result/Impact: To increase the acquisition of HS credits placing them at better odds to continue HS and move on to college in a timely manner.</p> <p>Staff Responsible for Monitoring: Counselors CTE teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: AP Spanish will be offered at AMS with students taking the AP exam or CBE so students can gain high school credit.</p> <p>Strategy's Expected Result/Impact: AP exam scores will increase and so will number of high school credits.</p> <p>Staff Responsible for Monitoring: Counselors Foreign language teacher</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 8th grade students will have the opportunity to take Algebra 1 for HS Credit.</p> <p>Strategy's Expected Result/Impact: Increase student enrollment and participation. Passing rates will set students for success at the HS level.</p> <p>Staff Responsible for Monitoring: Math PLC Principal AP</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: AMS students can complete art 1 for HS credit.</p> <p>Strategy's Expected Result/Impact: Increase student participation to complete credit.</p> <p>Staff Responsible for Monitoring: Art teacher, counselor, administrative team.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 4: Summer bridge for 2021-2022 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 6th grade students.

Evaluation Data Sources: Report of programs and sign in sheets.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: A medical academy outreach program will be provided in the summer that will include information and recruiting efforts for the upcoming year.</p> <p>Strategy's Expected Result/Impact: Increase student participation</p> <p>Staff Responsible for Monitoring: Program coordinator, administration.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: An Algebra I bridge camp will be provided to pertinent students.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students performance.</p> <p>Staff Responsible for Monitoring: Algebra teacher, IC, Administration.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 5: By May 2022, 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. This effort will prepare students for secondary and post secondary opportunities.

Evaluation Data Sources: Data from TSI testing.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will work to develop students for the TSI test that will prepare them for secondary and post secondary opportunities.</p> <p>Strategy's Expected Result/Impact: Increase number of students the opportunities to take the TSI test</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 6: Throughout 21-22 school year, AMS will provide professional development and training to ensure highly qualified campus staff to include teachers, paraprofessionals, counselors, nurse, and administration remain updated with current instructional methods, strategies, and policies in order to enhance student achievement.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development opportunities are shared with staff/teachers based on individual or department needs to support T-TESS goals and growth.</p> <p>Strategy's Expected Result/Impact: Staff and teachers will be updated on relevant practices and strategies to effectively implement to increase student achievement.</p> <p>Staff Responsible for Monitoring: Administration, IC, Office Manager</p> <p>Funding Sources: Substitutes-Duty related/not staff development - 185-State Compensatory Education - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 1: By June 2022, AMS will monitor and an increase in student attendance from 97.12% to 97.5%.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Attendance monitoring and intervention plan will be implemented to maintain accurate attendance data through teacher, parent, and student communication Strategy's Expected Result/Impact: Attendance will be actively documented Staff Responsible for Monitoring: Administration, Attendance Clerk	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Attendance incentive programs to be implemented throughout the 2021-2022 to encourage and motivate students Strategy's Expected Result/Impact: Attendance will increase Staff Responsible for Monitoring: Administration, Attendance Clerk	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 2: The AMS Counseling Team will meet quarterly with grade levels to provide positive student support and address their needs throughout the 2021-22 school year. The counseling team will utilize information to continue the enhancement of the Energy Bus program to support students in character and career development.

Evaluation Data Sources: Schedules of meetings with agendas, purchase orders for materials.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Guest presenters and counseling team will utilize guidance lessons to address issues of concern which will directly impact in diminishing incidents on campus.</p> <p>Staff Responsible for Monitoring: Counselors, Student support services, aliviane.</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: AMS school counselors will utilize the Energy Bus curriculum to include character etiquette, student communication and SEL lessons to be implemented in Mentoring Minds.</p> <p>Strategy's Expected Result/Impact: develop the personal social domain of the comprehensive guidance and counseling program for 6-8 students</p> <p>Staff Responsible for Monitoring: Counselors, teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO 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 2021-2022 school year.

Evaluation Data Sources: Sign in Sheets and agendas to include a schedule of meetings throughout the year.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 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> <p>Strategy's Expected Result/Impact: Increase parent engagement</p> <p>Staff Responsible for Monitoring: Administrative team, parent liaison, CIC</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: parent meetings -snacks - 211-Title I-Part A - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 input and will be reviewed periodically.</p> <p>Strategy's Expected Result/Impact: -Student performance on subgroups will increase and gaps narrowed. -Parents will be more involved in day to day school operations.</p> <p>Staff Responsible for Monitoring: Parent liaison, principal, CIT</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.1, 3.2 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Family content nights will be hosted to expose parents and community to academic curriculum at AMS.</p> <p>Strategy's Expected Result/Impact: -Informed parents will be able to support students and performance will increase.</p> <p>Staff Responsible for Monitoring: Parent liaison, principal, CIT</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: To improve the ambiance for the Parent/Community Outreach Center that incorporates organization, protects confidentiality, and is pleasantly inviting for all stakeholders while volunteering or attending parent/community sessions.</p> <p>Strategy's Expected Result/Impact: Increase parental involvement and community partnerships.</p> <p>Staff Responsible for Monitoring: Parent liaison, principal, CIT</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent Resources - 211-Title I-Part A - \$1,642.39, parent light snacks - 211-Title I-Part A - \$415</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Parent liaison will attend a statewide parental involvement conference.</p> <p>Strategy's Expected Result/Impact: The parent liaison will receive tips and guidance on improving relationships with parents and families through educational strategies to improve the involvement of parents/guardians in the education of their child.</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison</p> <p>Problem Statements: Perceptions 3</p> <p>Funding Sources: training- parent engagement - 211-Title I-Part A - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 3: Parental involvement is not adequately providing support to the academic progress for all students. Root Cause: The campus is perceived as not be as responsive to parents preferred communication methods and is not supportive of parental strategies.</p>

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 2: A parent university will be hosted by AMS at the start of the year to educate the campus community.

Evaluation Data Sources: sign in sheets/agendas and meeting minutes.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: AMS will present sessions about discipline, attendance, and engagement opportunities on campus.</p> <p>Strategy's Expected Result/Impact: -Parents will be better informed about campus expectations and attendance/discipline/student performance will improve.</p> <p>Staff Responsible for Monitoring: Parent liaison, principal, CIT</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 3: By June 2022, a minimum of 2 parental seminars and education will be provided to equip parents in helping students set academic goals, measure progress and address Social Emotional Learning (SEL) at the home. A clear path from K-12 will be provided by parents as they set post-secondary goals with their children.

Evaluation Data Sources: Sign in sheets, agendas, minutes, goal tracking forms.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Parent liaison will work with student support services and outside agencies to create for sessions that will enhance home-school connection.</p> <p>Strategy's Expected Result/Impact: Increase parental attendance to sessions.</p> <p>Staff Responsible for Monitoring: Principal, IC, parent liaison</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 1: In 2021-2022 school year, AMS will continue to utilize social media to promote the campus and the achievements of our students and faculty as well as informing the community of upcoming events. Website will be updated monthly with important information.

Evaluation Data Sources: Samples of weekly promotions using social media

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to support through the master schedule, a technology individual who will be responsible for the upkeep of our web page, Facebook, twitter, and other social media outlets. This staff member will continue to promote the athletic, academic and extra curricular activities of the students of AMS through these media outlets. These outlets will be constantly updated and conducted in English/Spanish when applicable.</p> <p>Staff Responsible for Monitoring: Principal, Technology Teacher</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 2: By June 2022, AMS will spend 95% of allotted funds based on the needs of the campus.

Evaluation Data Sources: Financial Reports

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Budgetary resources will directly impact instruction and campus culture this academic year with all students to include: LEP, Migrant, SPED and At-Risk students.</p> <p>Staff Responsible for Monitoring: Principal, Business manager</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 3: For 2021-2022, AMS will develop and build partnerships with government institutions in order to provide opportunities for the community to strengthen a collaborative relationship to achieve common goals in student and community successes.

Evaluation Data Sources: Lists of partnerships.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the parent liaison to assist administration in the outreach to community partners in order to establish a relationship that will be able to provide resources for the campus stakeholders and in turn, will be able to open opportunities for student engagement in the community</p> <p>Strategy's Expected Result/Impact: AMS will continue to grow their reputation in the community and be able to provide additional resources to our students and families.</p> <p>Staff Responsible for Monitoring: Administration, Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Jose Alderete Middle School

Total SCE Funds: \$22,160.18

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

The SCE programs and services met the needs of at-risk students by providing small group acceleration- before, during, and after school, response to intervention classes, and tailored Mentoring Mind classes with differentiated instruction; to facilitate these instructional practices the materials of specialized tables and chairs with the dry erase feature were purchased. The dry erase feature allows for explicit on-the-spot redirection of misconceptions. Individualized instruction occurred on Saturdays and supplemental books were purchased to demonstrate close reading strategies and reader annotation. The processes and results for the CNA that are related to SCE funds are tracked by common assessment scores in Eduphoria and interim assessments scores in Cambium. Using filters at-risk students are identified and monitored for academic growth.

Personnel for Jose Alderete Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bryan Brandenberger	Teacher	1
Jesus Villa	Teacher	1
Richard Vasquez	Paraprofessional	1

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

For the 2020-2021 school year, performance on the state assessment indicated an overall decline in performance, primarily due to the COVID-19 pandemic. Performance is indicated in the table below:

6th Grade

6th grade Math	Number of students	Approaches	Meets	Masters
Economically disadvantaged	54	43%	4%	0%
LEP	36	33%	3%	0%
SPED	10	10%	0%	0%
Overall	80	39%	6%	1%
6th grade Reading	Number of students	Approaches	Meets	Masters
Economically disadvantaged	85	47%	21%	2%
LEP	53	40%	15%	2%
SPED	10	10%	0%	0%
Overall	134	51%	25%	7%

7th grade

7th Grade Math	Number of Students	Approaches	Meets	Masters
Economically disadvantaged	80	39%	4%	0%
LEP	55	33%	5%	0%
SPED	9	11%	0%	0%
Overall	119	40%	4%	0%
7th Grade Reading	Number of Students	Approaches	Meets	Masters
Economically Disadvantaged	83	45%	22%	11%
LEP	54	39%	15%	6%
SPED	9	0%	0%	0%
Overall	142	57%	36%	18%
7th Grade Writing	Number of Students	Approaches	Meets	Masters

Economically disadvantaged	71	39%	11%	0%
LEP	51	22%	6%	0%
SPED	8	0%	0%	0%
Overall	126	48%	20%	2%

8th grade scores

8th grade Math	Number of Students	Approaches	Meets	Masters
Economically disadvantaged	87	45%	18%	2%
LEP	60	43%	13%	5%
SPED	18	11%	0%	0%
Overall	154	53%	23%	5%
8th grade Reading	Number of Students	Approaches	Meets	Masters
Economically disadvantaged	90	68%	39%	18%
LEP	53	57%	23%	8%
SPED	15	20%	0%	0%
Overall	145	68%	40%	18%
8th grade Science	Number of Students	Approaches	Meets	Masters
Economically disadvantaged	92	66%	42%	17%
LEP	57	47%	26%	7%
SPED	18	16%	7%	0%
Overall	174	72%	53%	29%
8th grade Soc. Studies	Number of Students	Approaches	Meets	Masters
Economically disadvantaged	81	44%	17%	5%
LEP	52	27%	7%	2%
SPED	17	12%	0%	0%
Overall	131	48%	24%	10%

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
- AR Renaissance Reading
- Campus Common Assessments
- Professional Development and the outcome of implementing the strategies.

All campus members, to include teachers, staff, and parents, were involved in the Campus Needs Assessment which took place on March 10, 2021. Review and revision of the CNA will continue throughout the school year.

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. The 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, and community members meeting monthly to review, monitor and update plans when appropriate.

2.2: Regular monitoring and revision

Comprehensive Needs Assessments are initialized in the spring 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, 2021 - January, 2022 - March, 2022 - June, 2022

The 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 the improvement team for approval and ratification.

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

The location of the Improvement Plan is strategically placed where there may be a high traffic of parents 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 occur before, during and after-school 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 a differentiated approach for students to meet state standards. (Example: Imagine Math, tutoring programs, and computer assisted programs by utilizing 1-to-1 devices) effectively
- Guidance from counselors and presentations with opportunities to apply to real world experiences.
- Celebration and recognizing students for their academic achievement.
- Attendance initiatives
- The Energy Bus

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 purpose 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 GRIT and Resilience through The Energy Bus
- Fine Arts Theatre program- that perform throughout the year and participate competitively
- Medical Academy (6th, 7th and 8th grade levels)
- Courses in Sports medicine
- Courses in Algebra 1, Algebra II, and Physics
- Upcoming courses in Chemistry
- SOAR transitional program- creating a smooth transition for students and families from 5th to 6th and 8th to 9th grade.
- 1-to-1 Apple devices
- After-school and Saturday Tutoring Program
- PLC efficacy

- MyON
- IXL
- Imagine Math
- AR Reading
- Positive Behavior Intervention Support (PBIS) by building capacity within our campus to implement this approach with social, emotional and behavior support.

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.
- Professional development and follow-up to training are detrimental for teacher and student success.
- SEL development and strategies taught through lessons in the Mentoring Minds class.

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 complete this process, a listing of parent meetings throughout the year is uploaded and attached to our improvement plan which continuously gets 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 Parent Resource Center
- Policy is also located in the District website
- 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	Paraprofessional	Library	1
Ruby Palacios	Instructional Coach	Instruction	1
Selena Solis	Parent Liaison	Parent Engagement	1

Campus Funding Summary

211-Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	tutoring program calculators		\$409.90
4	1	1	parent meetings -snacks		\$500.00
4	1	4	parent light snacks		\$415.00
4	1	4	Parent Resources		\$1,642.39
4	1	5	training- parent engagement		\$100.00
Sub-Total					\$3,067.29
Budgeted Fund Source Amount					\$169,809.00
+/- Difference					\$166,741.71
185-State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	audio visuals intervention		\$225.40
2	1	2	interactive white activity table		\$15,989.74
2	1	2	Math License for intervention - Curriculum Associate		\$7,636.00
2	1	2	Reading resources for intervention	712.90	\$0.00
2	1	2	Mirror Algebra workbooks		\$999.35
2	1	2	Barnes Nobles- Reading resources		\$225.40
2	1	2	Online thinkup math- MM		\$8,299.60
2	6	1	Substitutes-Duty related/not staff development		\$100.00
Sub-Total					\$33,475.49
Budgeted Fund Source Amount					\$85,000.00
+/- Difference					\$51,524.51
Grand Total Budgeted					\$254,809.00
Grand Total Spent					\$36,542.78
+/- Difference					\$218,266.22