

**Canutillo Independent School District**  
**Canutillo Middle School**  
**2021-2022 Campus Improvement Plan**



# 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.

## 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

**Demographics Summary-- CMSSA is projected to increase to 735 students for the 2021-2022 academic school year.**

Currently, Canutillo Middle School STEAM Academy serves 172 English Language Learner (LEP) students, 94 students in the Gifted and Talented program, 61 students served through special education services, 54 students identified for 504 services. Currently our ELs students has increased to 60%. Our Economically Disadvantaged (ECO Dis) students have decreased by 1% now being at 60%. Our Special Education (SPED) population has decreased from 82 students to 58 students due to the relocation of our ISC Unit. We still serve our severe and profound students (Life Skills). the increase in population means an increase in demand for resources and personnel.

Currently as a campus we are at 95.2% attendance rate for the year. We have 43.5 teachers on campus to serve all learners. We are needing to fill 3 vacancy positions. If students were to be on campus, the teacher to student ratio would be 19/1.

At Canutillo Middle School STEAM Academy, teachers have the opportunity to attend professional development. Teachers, staff and parents have many opportunities to attend PD. Mr. Judge does a great job looking to provide the funds to attend PD either in the city or out of the city. Some PD occurs on campus to learn about new opportunities to improve student learning in a virtual setting. Due to COVID-19 many things have been shut down and PD has been done virtually. Fundamental 5, Apple Training, and Region 19 MS Conference are some of the bigger training that occurred on campus.

### Demographics Strengths

#### Strengths of Canutillo Middle School STEAM Academy:

- Staff population coincides with student population.
- 6th Grade Math and Reading Scores are increasing
- CMSSA offers P-AP Algebra 1
- 6th graders are taking 7th HRS Math or 8th HRS Math
- Students will be tested in TSI during 8th grade year for Dual Credit courses at the High School
- We as a campus have increased enrollment

- Despite increase in most subgroups as a campus we include all and assist to exit students (LEP, SPED, At Risk) to the mainstream population
- The strengths for our campus is the ability to serve more students because of enrollment increase.
- We are able to look at more STEAM programs to better serve the students.
- Our staff also closely relate to the demographic of our students with 72.1% Hispanic/Latino staff members.
- PD being offered for all teachers and staff

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Our general education classrooms, with the maximum number of Inclusion students are too large and they are not conducive to learning. **Root Cause:** Increase in student population due to housing market increase.

**Problem Statement 2 (Prioritized):** EL's are not getting specialized instruction in language acquisition **Root Cause:** No formal language acquisition classes are offered or available

**Problem Statement 3 (Prioritized):** Career paths, and future goals are limited due to lack of exposure to broader opportunities. **Root Cause:** Socioeconomic status of students

# Student Learning

## Student Learning Summary

### **2020 Accountability Rating: Not Rated: Declared State of Disaster.**

Due to the Covid-19 pandemic, most instruction has been virtual. Therefore, many students may need intense interventions.

### **Campus Distinctions: (2018-2019 Data - State of Disaster 2019-2020)**

CMS has remained a top ranked campus with a “B” rating of 81 and 4 academic distinctions. The school has taken steps towards improving RTI, PBL and STEAM initiatives.

### **STAAR Goal: (2018-2019 Data - State of Disaster 2019-2020)**

Due to the Covid-19 pandemic, most instruction has been virtual. Therefore, many students may need intense interventions. STAAR data within the last 2 years has been inconsistent with growth in some tested areas but regression in others. However, we need to improve and stabilize our scores in these high need areas.

The positive trends can be attributed to the following: Response to Intervention (RtI) program has seen results in tested subjects and overall; strong teacher collaboration across the campus; writing interventions by using the Writing Academy, AR program; and alignment within Math, ELAR, Science, Social Studies departments when it comes to planning and lesson delivery and high academic rigor.

ELAR credits their success to a strong, supportive PLC, Math has seen solid performance numbers in approaches, meets and mastery levels based on consistency within their department such as all have similar expectations from GR6 to Algebra I, and within the Math department the use of a true Co-Teach model is evident. 2020-2021 School Year CREEED Invested in Canutillo ISD’s Innovative Early Algebra Program to enroll more students during the State of Disaster. This program had students skipping at least one grade level and created very large learning gaps. This will have an adverse effect on future test scores.

CMSSA will continue to focus on reaching high mastery levels and in our special populations. The following is the formative information gathered to assess our school's success:

### **ELAR (2018-2019 Data - State of Disaster 2019-2020)**

7th Grade Reading: 3% increase in Masters

7th Grade Writing: 8% increase in Approaches, 2% increase in Masters

8th Grade Reading: 6% increase in Meets, 2% increase in Masters

2019-2020 TAPR Report Data School Progress Domain - Academic Growth Score

6th Grade ELAR: 35

7th Grade ELAR: 71

8th Grade ELAR: 83

**Math (2018-2019 Data - State of Disaster 2019-2020)**

6th Grade Math: 8% increase in Meets, 1% increase in Masters

7th Grade Math: 2% increase in Masters

8th Grade Math: 1% increase in Approaches

Algebra I: 100% in Meets

2019-2020 TAPR Report Data School Progress Domain - Academic Growth Score

6th Grade Math: 42

7th Grade Math: 75

8th Grade Math: 78

Algebra I: 97

**Science (2018-2019 Data - State of Disaster 2019-2020)**

8th Grade Science: Consistent performance in Masters (29%)

**Social Studies (2018-2019 Data - State of Disaster 2019-2020)**

8th Grade Soc. Stud.: 2% in Meets, 5% in Masters

## Student Learning Strengths

### Student Learning Strengths of Canutillo Middle School STEAM Academy:

- 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
- Campus is now 1:1 on student's laptops which provides access to many different programs for all content areas.
- Academic tutoring has been effective.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** At-risk populations are displaying large gaps due to Covid-19 pandemic and difficulties of implementing remote learning. **Root Cause:** Class sizes are too large at present for core areas to mitigate the large academic gaps anticipated due to remote instruction.

**Problem Statement 2 (Prioritized):** SPED, LEP and Migrant populations struggle with EOC, common, and state assessments. 33% of EL students (current and monitored) and 14% of SPED students (current) met GL standard or above on the 2019 STAAR compared to 46% of all students. **Root Cause:** Students are not reading or writing at grade level and social studies and science classes lack content-knowledgeable support staff.

**Problem Statement 3 (Prioritized):** Motivate students to be informed, and engaged in their own learning through an application to increase their math, reading, and science while utilizing critical thinking skills, collaboration, creativity and communication. **Root Cause:** Increase students performance to meets on state assessments.

**Problem Statement 4 (Prioritized):** Technology is becoming non-functional in classrooms such as elmos, projectors, laptops, and computers. Campus is not at a 1 to 1 device ratio. **Root Cause:** Technology has not been updated, replaced, enhanced or increased.



# School Processes & Programs

## School Processes & Programs Summary

According to district policy and Canutillo Middle School, we make decisions based on demographics and the needs of our population. We involve staff, community, district, as well as students in our decision - making process. This process is done continually throughout the school year as new needs surface. Through the CIC committee, the campus needs assessment committee, campus emergency plan, the student leadership committee, PLCs, faculty meetings, professional development and an open door policy among others, needs are presented and addressed in regards to processes and programs.

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.

**District Guarantees: The items you are viewing are a nonnegotiable that will need to happen throughout the 2021-2022 academic school year.**

### Updated District Guarantees

1. Accelerate DON'T Remediate!
2. TEKS RESOURCE (IFDs & YAGS) or Springboard
3. Professional Learning Communities (Dufour's 4 questions)
  - What do we want students to learn and be able to do?
  - How will we know if they learned it?
  - What will we do if do if they didn't learn it?
  - What will we do if they already learned it?
4. Assessments and Assessment Calendar (common, I station, ESTAR/MSTAR, Renaissance, interim, etc). No deviations!

5. Classroom Data Profiles (Blue, Green, Yellow, Red)
6. ELPS and RTI
7. Learning Goals in Student Friendly Language (IFDs, We will..., I will...) This will be a CMSSA expectation on every classroom board.
8. Responsive Student Support

### **School Processes & Programs Strengths**

#### **School Processes and Program Strengths of Canutillo Middle School STEAM Academy:**

- With increased meetings provided by Campus counselors, Career & Technology Education and High School representatives and Parent Liaison, students and parents now have a wide variety of information about student endorsements at the High School levels to choose from. This increased student and parent access to information of all options concerning College and Career Endorsements before choosing long-term options when they get to the High School levels.
- PLCs - The common PLC planning time allows for intra/interdepartmental collaboration on a regular basis. It also allows for professional development opportunities.
- The availability of the Google Suite and other technology platforms has opened more opportunities for integration of technology and higher student engagement.
- The availability of the 1-to-1 MacBook device and hotspots initiatives.
- The availability of conducting classroom instruction through the use of video conferencing platforms (ex. Zoom & Google Meet).
- The diversity in our specialized programs such as, Robotics, Green Architecture, Fine Arts and Athletics to name a few, enhance our overall student engagement.
- The introduction of the Swivel Platform will be available for teacher use.
- Growth continues in the STEAM program adding Drones to our course lineup as well as a 9 module program by Paxton Patterson. CMS STEAM Academy is providing a good online example that other pathways should emulate.

- STEAM academy initiatives which support the instructional program where students apply their learning to real-world contexts within the framework of Project/Problem-Based Learning (PBL) experiences. Including Financial Literacy, College Career and Military Readiness components to meet HB 5.
- Writing across ALL contents through quick writes, journal writing, note taking, research projects, and real world writing has contributed to student growth.
- Project and Problem 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.
- The continuous involvement of our students in the various campus organizations (Web-GSA, Technology Students Association, Fashion Club, Choir, Theatre Arts/Drama Club, Spanish Spelling Bee, Art Club, No Place for Hate, Spanish Club, Travel Club, Robotics Club, Yearbook Club, Book Club and Stuff Book Club, Algebra 1, Girls Who Code, National Junior Honor Society, Student Council), athletics (virtual activities, Football, Track, Cross Country, Volleyball, Baseball, Soccer, Basketball, Softball), Academic University Interscholastic League (virtual meet/competition), music (virtual performances & competitions), art portfolio development, virtual theatrical performances have all added educational value to the learning environment here at Canutillo Middle School STEAM Academy.
- Canutillo Middle School also works on building community involvement and engagement with our Parent Teacher Organization, the use of our Campus Parent Liaison, and our Campus Wellness Club. The campus also employs a Positive Behavior Intervention and Supports (PBIS).
- The Canutillo Middle School STEAM Academy also has taken part in the District Initiatives to having our students, faculty and staff tested weekly as requested for COVID 19, as well as getting as many Faculty and Staff vaccinated as possible.
- Campus Custodial staff has also made sure that all rooms are disinfecting and sanitizing the building. They have made sure that all classrooms have the appropriate PPE available at all times.
- Nutrition Services provides curb-side meals to families in the community.
- Technology Training's that are available for Teachers/Parents: Apple Tech Tuesday, Parent Portal, ZOOM Parent and Teacher Meeting, Google Meets, Google Classroom, Keynotes, I-Movie, Pages, Annotations, Screenshot, Voice Recordings. As well as teachers that are trained to assist other teachers/parents or students with their technology needs.
- Assessments that students take throughout the year include but are not limited too: Content Level Unit Exams 6th-8th, Reading Benchmarks (BOY) 6th-8th , Math Benchmarks (BOY) 6th-8th , Fall Interim 6th-8th All Core subjects, Spring Interim 6th-8th All Core Subjects, TSI (8th grade only), TELPAS, STAAR, FitnessGram, PLTW Course Assessments, End of semester Timed Typing Tests.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Low academic attendance and participation from students in academics and extracurricular activities. **Root Cause:** The continuation of COVID

19 in our nation, mandates by state and local governments, and slow roll-out of vaccinations in the area.

**Problem Statement 2 (Prioritized):** Low internet connectivity throughout the building, and more extreme in the 100 & 600 hallways. **Root Cause:** CMSSA internet structure is unreliable with students and teachers because of the increased usage of WiFi with 1:1 student devices and teachers use for instruction.

**Problem Statement 3 (Prioritized):** Lack of proper intercom communication throughout the school, causing a safety communication hazard. **Root Cause:** No intercoms in restrooms, gyms (1 &2), athletic areas (locker rooms & offices), and outside of the building.

**Problem Statement 4 (Prioritized):** Unsafe conditions of lab tables in the science department and floor drains in the art room. **Root Cause:** Lab tables need to be updated for the safety of our students. Floor drains in the art room need to be covered or filled in as they are a safety issue when walking in the classroom.

**Problem Statement 5 (Prioritized):** Technology issues to include inability to update software programs when notified, LCD Projectors that are out of date, connectivity to campus printers, etc. **Root Cause:** Many LCD projectors are out-dated, teachers do not have basic rights to update when programs notify an update is available, not able to connect to campus printers even when in the room.

**Problem Statement 6 (Prioritized):** Continuing to monitor the cleanliness of the building and within classrooms after student uses. **Root Cause:** COVID 19 - has made us more cognoscente of viruses and infectious diseases.

# Perceptions

## Perceptions Summary

**At Canutillo Middle School STEAM Academy, we believe in a culture of excellence, transparency and high expectations.**

Our teachers are involved in planning, implementing and re-evaluating programs. During PLC time core teachers discuss methods, strategies to remain at a rigorous level to maintain the high expectations that are the culture and foundation of CMS. CTE career pathways for students are also offered. CMS stakeholders have met with the Principal at different school functions, meetings, and events. We also have parent-teacher conferences, parent-portal, and e-mail communication CMS uses the “All Call” system for communicating important information, reaching all parents in our community. Our focus to continue the district “A” rating strategic methodology and mindset from all stakeholders.

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 student’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.

At Canutillo Middle School STEAM Academy, we believe in a culture of excellence, transparency and high expectations. Students are below the expected goal at a rate of 95.22%, but this is due to the remote environment as a result of COVID-19 quarantining. The campus goal is 96.3%, therefore we need to improve on this rate.

According to the parent survey in Fall 2020-2021, results indicate that parents’ perceptions were that the school has made equitable access to platforms and applications, and instructional materials for remote learning (80.6%). The communication between students, teachers and school staff was marginal at 64.5%, and expectations were communicated at 63.9%. We did make contact with 75.1% of the parents throughout the year about various issues and concerns.

CISD provided devices and hot spots to all students. CMSSA provided the most, at 70 hot spots signed out.

In keeping with our CNA, CIP, and from 2020-2021, our teachers are involved in planning, implementing and re-evaluating programs.

## Perceptions Strengths

### Perception Strengths of Canutillo Middle School STEAM Academy:

- CMS has an extremely diverse population in all areas of special programs; regardless, CHS has continued to perform and excel while being competitive with our neighboring school districts in curricula and non curricular areas.
- CMS offers quality academic and non-academic programs; our focus continues to maintain an “A” score.
- CMS has highly qualified teachers to include, with at least 70% have more than 5 years of teaching experience.
- CMS has policies and safety procedures in place that provides our study body to feel safe at school.
- 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 Liaison: 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 involvement: 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 a counselor. Students are provided with a couple of days to transition into the mainstream setting at CMS.
- CMSSA has attempted to continue after school programs as much as possible in the remote environment, including StuCo, athletics, tutoring, and UIL.
- CMSSA offers quality academic programs to promote and enhance rigor of learning geared towards STEAM.

CMSSA has policies and safety procedures in place that provide our student body with the necessary safety measures to ensure a healthy and safe-

conducive learning environment, including PPE and cleaning protocols.

- CMSSA provided breakfasts and lunches on campus, as well as both delivering and providing a drive-up option for lunch and dinner. Saturdays were also included in this effort.
- The yearly goal for Attendance at CMSSA is 96.3%; however at this point, we're at 95.22% which is 1.1% below our goal. Grade level attendance when in-person is competitive since a reward system is in place as a motivational factor. However, in a remote environment, this was not possible.
- The CMSSA Parent Liaison along with the Parent Teacher Organization is a strong and helpful asset that strives to help students, faculty and staff to succeed as a campus in our community. They fundraise to provide the necessary needs of students and other community support incentives. However, we were not able to have parent volunteers participate this year as successfully as in the past. They were able to still hold food and fruit drives.
- Counselors provide support to students equipping them with coping skills to deal with academic and life challenges and achieve an overall sense of wellness, so they are able to be present and achieve success in the classroom. They also provide parents and their children with help and support as needed throughout the school year. We instituted programs during MMs to strengthen and support social and emotional learning.
- The district provided Apple laptops and made hot spots available for all students. Parent liaison issued over 70 at our campus alone.
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### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Students are not receiving the necessary skills and the core foundations due to remote instruction. **Root Cause:** The pandemic, lack of stability in households

**Problem Statement 2 (Prioritized):** Student achievement is limited due to lack of engagement in the remote environment. **Root Cause:** Lack of supervision and support, and missing out on social connections in a face-to-face environment.

**Problem Statement 3 (Prioritized):** Lack of community educational program involvement throughout the school year targeting all grade levels at CMSSA. **Root Cause:** Lack of Career Day, and professional presentations for example, Sheriff Department, Fire Department, ICE, guest speakers, etc.

**Problem Statement 4 (Prioritized):** PBIS lacks structure and full implementation. **Root Cause:** Inconsistency with interventions, support and membership to include dissemination of information.

**Problem Statement 5 (Prioritized):** Lack diversity of faculty and staff involvement in the different programs at CMSSA. **Root Cause:** Same faculty and staff involved in the same programs year after year.

**Problem Statement 6 (Prioritized):** Students in special programs, such as LEP and GT, are not taking advantage of supports available in a remote environment. **Root Cause:** Parents not following through with offers; phone calls and emails go unanswered. Students do not put in effort to even attend classes, much less reach out for additional support.

**Problem Statement 7 (Prioritized):** Need for leadership to have a unrelenting commitment to improve learning outcomes for minorities and Latino learners by vocalizing and presenting the many educational and career ready options for students. **Root Cause:** Community members not understanding the educational needs and resources for their child.

# Priority Problem Statements

**Problem Statement 1:** Our general education classrooms, with the maximum number of Inclusion students are too large and they are not conducive to learning.

**Root Cause 1:** Increase in student population due to housing market increase.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 7:** At-risk populations are displaying large gaps due to Covid-19 pandemic and difficulties of implementing remote learning.

**Root Cause 7:** Class sizes are too large at present for core areas to mitigate the large academic gaps anticipated due to remote instruction.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 15:** Low academic attendance and participation from students in academics and extracurricular activities.

**Root Cause 15:** The continuation of COVID 19 in our nation, mandates by state and local governments, and slow roll-out of vaccinations in the area.

**Problem Statement 15 Areas:** School Processes & Programs

**Problem Statement 14:** Students are not receiving the necessary skills and the core foundations due to remote instruction.

**Root Cause 14:** The pandemic, lack of stability in households

**Problem Statement 14 Areas:** Perceptions

**Problem Statement 2:** EL's are not getting specialized instruction in language acquisition

**Root Cause 2:** No formal language acquisition classes are offered or available

**Problem Statement 2 Areas:** Demographics

**Problem Statement 6:** SPED, LEP and Migrant populations struggle with EOC, common, and state assessments. 33% of EL students (current and monitored) and 14% of SPED students (current) met GL standard or above on the 2019 STAAR compared to 46% of all students.

**Root Cause 6:** Students are not reading or writing at grade level and social studies and science classes lack content-knowledgeable support staff.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 16:** Low internet connectivity throughout the building, and more extreme in the 100 & 600 hallways.

**Root Cause 16:** CMSSA internet structure is unreliable with students and teachers because of the increased usage of WiFi with 1:1 student devices and teachers use for instruction.

**Problem Statement 16 Areas:** School Processes & Programs

**Problem Statement 12:** Student achievement is limited due to lack of engagement in the remote environment.

**Root Cause 12:** Lack of supervision and support, and missing out on social connections in a face-to-face environment.



**Problem Statement 12 Areas:** Perceptions

**Problem Statement 3:** Career paths, and future goals are limited due to lack of exposure to broader opportunities.

**Root Cause 3:** Socioeconomic status of students

**Problem Statement 3 Areas:** Demographics

**Problem Statement 5:** Motivate students to be informed, and engaged in their own learning through an application to increase their math, reading, and science while utilizing critical thinking skills, collaboration, creativity and communication.

**Root Cause 5:** Increase students performance to meets on state assessments.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 17:** Lack of proper intercom communication throughout the school, causing a safety communication hazard.

**Root Cause 17:** No intercoms in restrooms, gyms (1 &2), athletic areas (locker rooms & offices), and outside of the building.

**Problem Statement 17 Areas:** School Processes & Programs

**Problem Statement 11:** Lack of community educational program involvement throughout the school year targeting all grade levels at CMSSA.

**Root Cause 11:** Lack of Career Day, and professional presentations for example, Sheriff Department, Fire Department, ICE, guest speakers, etc.

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 4:** Technology is becoming non-functional in classrooms such as elmos, projectors, laptops, and computers. Campus is not at a 1 to 1 device ratio.

**Root Cause 4:** Technology has not been updated, replaced, enhanced or increased.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 18:** Unsafe conditions of lab tables in the science department and floor drains in the art room.

**Root Cause 18:** Lab tables need to be updated for the safety of our students. Floor drains in the art room need to be covered or filled in as they are a safety issue when walking in the classroom.

**Problem Statement 18 Areas:** School Processes & Programs

**Problem Statement 10:** PBIS lacks structure and full implementation.

**Root Cause 10:** Inconsistency with interventions, support and membership to include dissemination of information.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 19:** Technology issues to include inability to update software programs when notified, LCD Projectors that are out of date, connectivity to campus printers, etc.

**Root Cause 19:** Many LCD projectors are out-dated, teachers do not have basic rights to update when programs notify an update is available, not able to connect to campus printers

even when in the room.

**Problem Statement 19 Areas:** School Processes & Programs

**Problem Statement 9:** Lack diversity of faculty and staff involvement in the different programs at CMSSA.

**Root Cause 9:** Same faculty and staff involved in the same programs year after year.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 20:** Continuing to monitor the cleanliness of the building and within classrooms after student uses.

**Root Cause 20:** COVID 19 - has made us more cognoscente of viruses and infectious diseases.

**Problem Statement 20 Areas:** School Processes & Programs

**Problem Statement 8:** Students in special programs, such as LEP and GT, are not taking advantage of supports available in a remote environment.

**Root Cause 8:** Parents not following through with offers; phone calls and emails go unanswered. Students do not put in effort to even attend classes, much less reach out for additional support.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 13:** Need for leadership to have a unrelenting commitment to improve learning outcomes for minorities and Latino learners by vocalizing and presenting the many educational and career ready options for students.

**Root Cause 13:** Community members not understanding the educational needs and resources for their child.

**Problem Statement 13 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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 diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- State-developed online interim assessments

## Student Data: Student Groups

- 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

## Student Data: Behavior and Other Indicators

- Attendance data

- Class size averages by grade and subject
- School safety data
- Enrollment trends

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: August 2, 2021





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

**Performance Objective 1:** Throughout the school year all teachers will be up to date with PBIS, No Place for Hate and the Emergency Operation Plan (EOP), through PD training and constant communication. Teachers will review PBIS, No Place for Hate, and EOP on a monthly basis to ensure that all stakeholders are safe and secure within the school.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Campus Emergency Operation Plan, PBIS, No Place for Hate

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CISD Central Office and CMSSA will provide and work in collaboration with CISD Police Department in providing training videos / and provide scenarios to better equip our campus and stakeholders of emergency situations. While also providing Social Emotional Learning SEL to all stakeholders.</p> <p><b>Strategy's Expected Result/Impact:</b> This process will help ensure that the CMS is prepared for any emergency. Signage sheets, SEL Training, Counselor feedback and communication.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal CISD PD Signage sheets SEL Training</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The use of technology for security prevention by taking a proactive role in updating/monitoring surveillance security system, cameras, alarms access control, emergency application and anonymous alert. Students will be observed to provide intervention of any bullying, fights, or any altercations.</p>	Formative			Summative
	Nov	Jan	Mar	June

**Strategy's Expected Result/Impact:** Limit discipline issues within the school,  
**Staff Responsible for Monitoring:** District IT Data and support, CISD PD,



No Progress



Accomplished



Continue/Modify















Discontinue













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

**Performance Objective 2:** During the school year 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 Sources:** Final results based on number of discipline action plans for the 2019-20 school year.

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Disaggregate data of discipline referrals to identify unsafe and/or problem areas within the school and the frequencies of different behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure student safety and increase student pride</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, PBSI committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase a positive culture.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CMSSA will hold a minimum of 3 "No Place For Hate" activities.</p> <p><b>Strategy's Expected Result/Impact:</b> To promote and improve awareness and tolerance in support of anti-bullying and acceptance of a diverse population.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Assistant Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Bully prevention strategies will be used, such as peer mediation, no contact contracts, PBIS student reflections, and library cyber bullying training.</p> <p><b>Strategy's Expected Result/Impact:</b> Bullying prevention will decrease by 10% reported incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Intervention Specialist, Counselors, APs</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> PBIS Team will promote positive behavior by providing SEL support and resources to all students and teachers, including small group training and various support systems for leadership of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals, ISS Reflection forms, and PBIS data.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







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

**Performance Objective 3:** During the school year we CMS faculty and staff will continue to promote a safe, secure and clean environment.

**Evaluation Data Sources:** Custodial and Facilities input.

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CMSSA will continue to support the disinfecting and cleanliness of the campus. <b>Strategy's Expected Result/Impact:</b> Expected sanitization of high need areas of the campus. <b>Staff Responsible for Monitoring:</b> Nurse, custodians, teachers, administration.  <b>Problem Statements:</b> School Processes & Programs 6	Formative			Summative
	Nov	Jan	Mar	June
	0%	0%	0%	100%
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 6:</b> Continuing to monitor the cleanliness of the building and within classrooms after student uses. <b>Root Cause:</b> COVID 19 - has made us more cognoscente of viruses and infectious diseases.









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









**Performance Objective 1:** During the school year, student's Master's Reading score for grades 6-8 STAAR will improve from 17% to 19%. Students Masters Writing in 7th grade score for grades 7, STAAR will improve from 12% to 14%. Student Masters in Math, for grades 6-8 STAAR and Algebra 1 EOC will improve from 24% to 26%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR, TELPAS results, Common Assessment, STAAR Ready

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All CMSSA stakeholders will have an opportunity to analyze and dis-aggregate a variety of data for each of the accountability populations in order to identify performance gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers using PLC time to discuss common assessments, share and review data. Campus Needs Assessments, Campus Improvement Plan, Department Head Meetings, LPAC, Parent Involvement Meetings, PBIS etc...</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Department Heads, Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Science resources - 185-State Compensatory Education - \$1,276.60, Math resources - 185-State Compensatory Education - \$1,049.73</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All CMSSA students will be provide the opportunity to participate in before school and after school tutorials in all subject areas. Tutoring will also be extended during intersession according to the CISD calendar.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure student academic growth. evaluate every 3 wks. Counselors meet with students every 6 weeks .</p> <p><b>Staff Responsible for Monitoring:</b> All Core teachers, instructional Coach, counselors</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> At CMSSA struggling students and non-struggling will be provided the opportunity to engage in web based learning platforms to increase their reading and writing fluency, to help achieve Meets and Masters Level for the academic school year.</p> <p><b>Strategy's Expected Result/Impact:</b> Measure student academic growth, that will be evaluated every 3 wks. Teachers will also use common assessment, test, quizzes to analyze student growth.</p> <p><b>Staff Responsible for Monitoring:</b> All Core teachers, instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> stemscores-Science supplemental - 185-State Compensatory Education - \$4,462.50, GAMESALAD - 185-State Compensatory Education - \$2,000, IXL Learning- Core subjects to increase learning - 185-State Compensatory Education - \$1,226, Content support- personnel - 185-State Compensatory Education - \$93,981.96</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 3:</b> Motivate students to be informed, and engaged in their own learning through an application to increase their math, reading, and science while utilizing critical thinking skills, collaboration, creativity and communication. <b>Root Cause:</b> Increase students performance to meets on state assessments.</p>





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













**Performance Objective 2:** During the school year, CMSSA will provide training, instructional support and tutors to support English Learners (EL's ), SPED, At- Risk , and 504 students to support in Closing the Gap Performance by 5%. There will be an increase progress measures for EL's (53%-56%) and SPED (5%-8%). EL students will improve a rating by 3% on speaking, listening, writing.













**Targeted or ESF High Priority**

**Evaluation Data Sources:** Interim Testing  
Common Assessments  
STAAR results  
TAPR results  
Summit 12

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During the school year, 85% of English Language Learners (ELL) and at-risk 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.</p> <p><b>Strategy's Expected Result/Impact:</b> BOY Assessment, and monitoring monthly in order to reduce the amount of students attending Intersession, summer school and State Assessment retakes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach, Counselors</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> ebooks/books struggling readers - 185-State Compensatory Education - \$3,996.35, Reading intervention resources &amp;6317.67 - 185-State Compensatory Education - \$6,997.52</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CMSSA teachers will be able to differentiate instruction and provide EL's and other At Risk students targeted support in all content areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be evaluated every three weeks to measure academic growth.</p> <p><b>Staff Responsible for Monitoring:</b> All Core teachers, instructional Coach, counselors</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 5 - Perceptions 1</p> <p><b>Funding Sources:</b> technology projectors - 185-State Compensatory Education - \$6,589, Resources for projectors - 185-State Compensatory Education - \$2,638.28, red gear - 211-Title I-Part A - \$7,785, Projectors peripherals for student use - 185-State Compensatory Education - \$5,274.94, Document camera for visual support - 211-Title I-Part A - \$324.93, Aides support personnel - 185-State Compensatory Education - \$28,196.25</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CMSSA Instructional Coach will assist in increasing student success , and provide support in lesson planning, developing lessons and implementing instructional strategies while still following the necessary TEK Standards.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase teacher's pedagogy and student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Training for Special Education teachers and staff will take place for test placement. Placement meetings will be held well in advance of any STAAR test administration; including Online support.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance through preparation.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Sped Teachers, Diagnostician, AP's</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CMSSA will have a specific RTI focus for newcomer 1-3 years in the US for students in language acquisition. Language acquisition will be initiated every other day after school.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop a better understanding of the English language.</p> <p><b>Staff Responsible for Monitoring:</b> ELAR RTI Teacher, IC, RTI Committee members</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> RTI focus for ELL students that have been coded ELL for more than 5 years. Provide support in developing reading and math comprehension skills, to relearn skills they lack from previous grade levels, use of academic strategies for completing tasks and assignments.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase on acquiring second language for our ELL students</p> <p><b>Staff Responsible for Monitoring:</b> RTI Teacher, RTI committee, LPAC committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> EL's students struggling below the state standard levels in Math below (43%) or Reading below (23%) will be placed in Mentoring Minds RTI class 35 minutes daily.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop missing academic skills necessary for classroom and STAAR success. Grow to above the state standard. Common Assessments will be the data source.</p> <p><b>Staff Responsible for Monitoring:</b> RTI Teacher, RTI committee, LPAC committee</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6</p> <p><b>- TEA Priorities:</b> Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> CMSSA will provide At Risk and EL students the necessary resources and technology to increase their listening, speaking and writing skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide and replace student devices, that are non functional. During this time students will still be able to engage in the necessary academic learning with teacher-student and student-student.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Librarian</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> Technology for students- Chromebooks - 211-Title I-Part A - \$9,748.89, Library personnel - 211-Title I-Part A - \$30,391.16</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> At-risk populations are displaying large gaps due to Covid-19 pandemic and difficulties of implementing remote learning. <b>Root Cause:</b> Class sizes are too large at present for core areas to mitigate the large academic gaps anticipated due to remote instruction.</p>
<p><b>Problem Statement 4:</b> Technology is becoming non-functional in classrooms such as elmos, projectors, laptops, and computers. Campus is not at a 1 to 1 device ratio. <b>Root Cause:</b> Technology has not been updated, replaced, enhanced or increased.</p>
School Processes & Programs
<p><b>Problem Statement 5:</b> Technology issues to include inability to update software programs when notified, LCD Projectors that are out of date, connectivity to campus printers, etc. <b>Root Cause:</b> Many LCD projectors are out-dated, teachers do not have basic rights to update when programs notify an update is available, not able to connect to campus printers even when in the room.</p>
Perceptions
<p><b>Problem Statement 1:</b> Students are not receiving the necessary skills and the core foundations due to remote instruction. <b>Root Cause:</b> The pandemic, lack of stability in households</p>

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

**Performance Objective 3:** During the school year, CMSSA staff and Instructional Coach will work to get out of the Targeted Support area by monitoring 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 Sources:** Scheduled RTI meetings throughout the year

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor students every 3 weeks who have been retained, failed 2 or more core subjects, failed previous years STAAR test</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Counselors, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance will use PBLs to help move students from Meets to Mastery levels or stay in Mastery level.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselors, Instructional Coach, and RTI team.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Instructional Coach and Assistant Principals will provide training on Tier I classroom instructional strategies to all staff.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Coaching support - 211-Title I-Part A - \$83,839.14</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement Tier II and Tier III classroom instructional strategies for all RTI identified students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Instructional Coach</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CMSSA Teachers will increase academic achievement for At Risk students also closing the achievement gap between children at risk of not being socially and emotionally engaged in the learning.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality engagement with students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Parents</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Math comp books 2 orders - 185-State Compensatory Education - \$3,100, ELAR acceleration-gap - 185-State Compensatory Education - \$2,691</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> SPED, LEP and Migrant populations struggle with EOC, common, and state assessments. 33% of EL students (current and monitored) and 14% of SPED students (current) met GL standard or above on the 2019 STAAR compared to 46% of all students. <b>Root Cause:</b> Students are not reading or writing at grade level and social studies and science classes lack content-knowledgeable support staff.</p>
<p><b>Problem Statement 3:</b> Motivate students to be informed, and engaged in their own learning through an application to increase their math, reading, and science while utilizing critical thinking skills, collaboration, creativity and communication. <b>Root Cause:</b> Increase students performance to meets on state assessments.</p>

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

**Performance Objective 4:** During the school year, all CMSSA parents will be included in parental leadership opportunities that will allow them to participate in Social Emotional Learning, bullying prevention and at least four campus wide college/career awareness and Military Ready activities to promote interest in post secondary education.

**Evaluation Data Sources:** Parent Sign in sheets/ Schedules &/or flyers of college/career activities for 2020-21

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide Presentations and Training's that will provide students with opportunities to acquire knowledge on different community colleges, universities, trade schools and careers.</p> <p><b>Strategy's Expected Result/Impact:</b> Will prepare our students for the future.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Instructional coach, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will receive information that pertains to programs that will enhance their learning and desire to seek a post secondary education.</p> <p><b>Strategy's Expected Result/Impact:</b> Prepare students for their future</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Instructional coach, Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<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:** During the school year, CMSSA will provide professional development for all campus employees on teaching and learning, using social emotional skills, and customer service towards CMS students.

**Evaluation Data Sources:** Training signatures/ dates of trainings and follow ups. Lists of PD's that support this objective

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administration and teachers will engage in professional development across the state and nation to help support and understand students learning needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student academic performance. Support SEL of students and their families.</p> <p><b>Staff Responsible for Monitoring:</b> Teacher and Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>- <b>Targeted Support Strategy</b></p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

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

**Performance Objective 1:** During the school year, CMS will improve student attendance rate from 96.25% to 96.6% for the 2021-22 School year.

**Evaluation Data Sources:** Attendance Reports













**Summative Evaluation:** No progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance rates per six weeks.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Clerk, Principal, and Assistant Principal</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students who violate the attendance law will be sent letters and home visits will be conducted.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student attendance</p> <p><b>Staff Responsible for Monitoring:</b> AP's</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CMSSA Counselors will support the Social and Emotional needs of our students, which would increase there chances of attending school every day.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase attendance</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Admin</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

**Performance Objective 2:** In order to facilitate a smooth 6th grade student transition from elementary to high school, CMSSA will hire staff, develop, and host a camp during the summer 2022 school year and increase participation by 5% each year.

**Summative Evaluation:** Exceeded Objective









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> During the school year, CMSSA will hold an incoming 6th grade transition camp during the summer .</p> <p><b>Strategy's Expected Result/Impact:</b> To help acclimate our students with campus culture, teachers, student mentors, and counselors. In order to foster a sense of belonging.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP's</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CMSSA will hold campus transition visits for all incoming 6th grade students during their 5th grade year to familiarize students with the CMSSA campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Prepare 5th grade students for Middle school</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, AP's, Principal, CTE teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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

**Performance Objective 1:** During the school year, CMSSA will increase parent engagement and parent leadership through active participation in decision making committees (LPAC, CIC, CNA, CIP, Program Advisory groups , DAC, PBIS etc...) .

**Evaluation Data Sources:** Final results of participation rate

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for all Parent support groups to be present at campus events at flexible times.  <b>Strategy's Expected Result/Impact:</b> Increase parent participation  <b>Staff Responsible for Monitoring:</b> Parent Liaison, Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      2.4, 2.6                      - <b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Problem Statements:</b> Perceptions 1, 2  <b>Funding Sources:</b> Region 16 parent virtual conference - 211-Title I-Part A - \$100, Parent Resource room materials - 211-Title I-Part A - \$667.15</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide PTO with opportunities to meet with faculty to promote activities and increase membership.  <b>Strategy's Expected Result/Impact:</b> Increase parent participation building a bridge with campus  <b>Staff Responsible for Monitoring:</b> Principal, PTO president, parent liaison.</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b>                      3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> CMSSA will develop 3 collaborative ways for families to participate in setting student goals, planning for post-secondary education and careers. <b>Strategy's Expected Result/Impact:</b> Increase parent engagement with their child's learning <b>Staff Responsible for Monitoring:</b> Principal  <b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**













Perceptions
<p><b>Problem Statement 1:</b> Students are not receiving the necessary skills and the core foundations due to remote instruction. <b>Root Cause:</b> The pandemic, lack of stability in households</p> <p><b>Problem Statement 2:</b> Student achievement is limited due to lack of engagement in the remote environment. <b>Root Cause:</b> Lack of supervision and support, and missing out on social connections in a face-to-face environment.</p>

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

**Performance Objective 2:** During the school year, CMSSA will provide resources and opportunities for families/parents to engage in through monthly parental classes, setting student goals, planning for post secondary education and careers and training's linked to learning.

**Evaluation Data Sources:** Scheduled dates for parent nights

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Will hold parent involvement policy meetings with parents at flexible times to ensure input and collaboration. Will distribute policy to all parents.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase awareness of parent policy and increase in parent participation</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2, 3</p> <p><b>Funding Sources:</b> parent resources-snacks fall &amp; spring-520 spr-200 spr - 211-Title I-Part A - \$1,420, Parent Resources for meetings - 211-Title I-Part A - \$175, parent items - 211-Title I-Part A - \$672, Parent Reading Material- Channing Bete - 211-Title I-Part A - \$95.66, Parent -social media guide woodpress - 211-Title I-Part A - \$99.28, Parent support - 211-Title I-Part A - \$31,279.53</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CMSSA will have 4 parent nights per semester for ELL/LEP parents to encourage participation in student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent engagement in their child's learning</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**



## Perceptions

**Problem Statement 2:** Student achievement is limited due to lack of engagement in the remote environment. **Root Cause:** Lack of supervision and support, and missing out on social connections in a face-to-face environment.

**Problem Statement 3:** Lack of community educational program involvement throughout the school year targeting all grade levels at CMSSA. **Root Cause:** Lack of Career Day, and professional presentations for example, Sheriff Department, Fire Department, ICE, guest speakers, etc.

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

**Performance Objective 1:** During the school year, CMSSA 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 Sources:** Schedules of activities

**Summative Evaluation:** Some progress made toward meeting Objective













Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide students with the opportunity to meet with Campus Administration and other staff to facilitate the transition to high school</p> <p><b>Strategy's Expected Result/Impact:</b> Prepare our students for high school .</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide students and family information about high school and graduation plans .</p> <p><b>Strategy's Expected Result/Impact:</b> to prepare students for transition.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Incoming 6th will be invited to participate in the STEM summer bridge camp.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be better prepared for 6th grade by being exposed to PBL and STEM focused instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

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

**Performance Objective 2:** During the school year, CMSSA will design a promotional campaign to highlight the district educational programs and campus achievements.

**Evaluation Data Sources:** Website , brochures, Marquee, Open houses, etc...

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CMSSA will develop a website that highlights the school and its students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase a positive culture.</p> <p><b>Staff Responsible for Monitoring:</b> PIO Assistant Principal Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CMSSA Principal will reach out to community members, realtors, builders, and businesses to invite them to important school related functions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase businesses and community awareness on CMS successful programs.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Admin Staff</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p>  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

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

**Performance Objective 3:** CMSSA will promote for all student learning in STEAM and advance academics through summer camps and summer bridge program each year, in cooperation with businesses and industries. Allowing our students to build upon their character education, social skills development and behavior management.

**Evaluation Data Sources:** Participation lists

**Summative Evaluation:** Met Objective









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CMSSA will seek out businesses and industry partners in order to build relations and develop MOU agreements to support the needs of STEAM students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase community and business participation with our campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal CTE Director CTE Assistant</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CMSSA will send students and host STEAM related camps and programs in the summer.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student participation</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 3.1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> CMSSA will support the efforts of all teachers needing to improve the rigor of their content, through STEAM Curriculum Writing over the summer.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase skills for STEAM Teachers through the completion of PBL Curriculum</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal STEM Coordinator Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

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

**Performance Objective 4:** Through out the year, Canutillo Middle School Leadership will engage at least 5x with other educators and stakeholders across the region, state and nation to help foster a community of growth and advancement of Latino learners, and other minority leaders in Texas.

**Evaluation Data Sources:** TALAS, ALAS, TAASP, MASBA and other Educational Organizations

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CMSSA Leadership will have a unrelenting commitment to improving learning outcomes for Latino learners, by engaging in leadership development, collective impact, advocacy, and serving as a proactive voice for Latino and non-Latino leaders.</p> <p><b>Staff Responsible for Monitoring:</b> CMSSA Administration</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue           </p>				

# State Compensatory

## Budget for Canutillo Middle School

**Total SCE Funds:** \$237,571.00

**Total FTEs Funded by SCE:** 5.4

### Brief Description of SCE Services and/or Programs

CMSSA students that are currently failing two or more foundation subjects, have been identified as at risk? We have hired tutors, paras, and teachers to support the needs of students that are At Risk. Students have been receiving extra support and interventions at the beginning of the school year. We have identified students in the summer and placed students in a Mentoring Minds MM's class, where they can receive instructional support from a certified teacher in that core subject area that they are not successful in. Students are also receiving HB4545 hours due to students not being academically successful on the STAAR. We offer after school tutoring for students Monday - Thursday during the school year. We have hired an Instructional Coach, At Risk Aide, SPED Aides, Instructional Tutors. Technology has been purchased for students in need of a device, due to the campus being a 1-1 designated school, where each kid has a laptop.

## Personnel for Canutillo Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Cynthia Barraza	Academic Tutor	1
Delaila Sifuentes	Teacher	1
Elisa Carrasco	Paraprofessional	1
Gabriela Ocanas	Teacher	0.2
Lisa Barron	Academic Tutor	1
Luis Anchondo	Teacher	1
Veronica Nunez	Teacher	0.2

# Schoolwide and Targeted Assistance Title I Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

As a brand new principal to Canutillo Middle it was very important to meet with core content teachers, staffing, different committees then through Professional Learning Communities (PLC's) to know what the campus priorities and strengths were and they still in agreement with the comprehensive needs assessment that took place back in the spring of 2019. Through collaboration, feedback and continuous meetings, changes and updates were made our objectives which have become clearer to our campus staff. Furthermore I needed to get feedback from our parents which was one of the key components to ensure parent participation and as part of our CNA process, we provided flexible hours for meetings to ensure that we reach as many parents as possible.

School wide comprehensive needs assessment took place at different levels as described above and as we completed the process our problem statements that our campus will focus are as follows:

- Students and teachers need more access to a variety of technology, and training in the effective use of technology. We will need to prioritize with the funding we receive to assist with the and infrastructure.
- Many students in the community are economically disadvantaged, lack emotional support, and lack parental support/presence. Instructional Coach would benefit to support student achievement in core content areas, along with continued support personnel, including parent liaison, at-risk coordinator, counselors, EL facilitator, and LEP tutors.
- Professional Development is needed to support the increase in student population in SPED, EL, and 504. As the district made boundary changes my Special Education population increased and need to ensure Professional development is available to effectively work on increasing academic achievement.
- Inclusion, 504 and English Language (EL) classrooms are above 28 students and are not conducive to learning. Their is a lack of growth mindset for higher education possibilities and no expectations are set to enroll and complete courses.
- Need to increase the scores of students taking TSI, because our preparation before the TSI tests needs to be improved using programs, and college readiness through interventions.
- More Materials/Resources need to be accessible to the SPED department to include: inclusion, resource, LSC III, Instructional Skills Class (ISC), Behavior Intervention Class (BIC) since the increase numbers in our Special Population areas.
- Canutillo Middle School Steam Academy (CMSSA) is requesting an RTI teacher to better serve our Tier 2 and 3 students and support in ELAR/Reading. Our students did not perform well in Reading and Writing, and now we are needing to have interventions in place to support the needs of the students.
- Class sizes need to be smaller for Core areas to assure ALL student needs are met, there has been an increase in student enrollment.
- Teachers need training for Project Based Learning (PBL) that is specific to their content and how it is geared toward PBL components. ALL content areas need more specific training to provide instruction and resources that support the PBL initiative that are specific to their area of study.
- Project Lead The Way (PLTW) needs appropriate supplies and resources for the campus to move forward as a STEAM Academy because not all students are able to participate fully in projects due to lack of supplies.
- Time for curriculum lesson planning is important to create lessons and assessments for Mentoring Minds (MMs) and Response To Intervention (RTI) we have limited time during the school year.

- Technology is going out in the classroom such as Elmo's, projectors, and computers, these items have not been updated.
- We are needing additional elective teachers for core content areas and STEAM programs. We are a whole school STEAM Academy and due having a double block schedule it's difficult to balance classes because of the increase in enrollment.
- In order to enrich and extend learning, access to reliable internet and internet sources is required. CISD internet structure is unreliable and student are unable to access wifi. there are too many limits on students and teachers with inability to accommodate personal devices.
- Outdated technology for students and staff; such as, hardware and software.
- There are a wide variety of student pathways at the High School, for future success but students are choosing these long-term pathways with little information. There is a lack of student and parent access to inform students of all options before choosing long-term options.
- Departments need a fully stocked set of 30 chrome books ,so they can access their own chrome books to further PBLs in classrooms.
- STEAM (PLTW) program lacks materials/resources. Program is expensive and will analyze on prioritizing funds for this program.
- There is not a clear pathway of STEAM, from the Middle School to High School ie... Engineering, Cybersecurity, and Biomedical and is not consistent with the Middle School. We are in need of CTE STEM elective teachers at the Middle School to support the true STEM and STEAM pathway.
- Mentoring Minds needs to have a specialized curriculum withing Science and Social Studies departments, thus curriculum planning is needed. Curriculum is not in place to push students to mastery levels.
- Technology infrastructure is outdated as per teacher inquiry.
- Program support consistency cross training is not implemented.
- There is a lack of communication and awareness for teachers and staff during emergency situations, need to have a variety of communication means.
- Responsible teachers are overwhelmed with extra duties: roster shows same teachers volunteering to be sponsors and have extra duties. Responsible teachers are few in numbers - others are not held to the same standard/expectations

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Administration Team is made up of all the administrators in the school. The Admin Team was responsible for the first breakdown of the School Report Card data and planning of professional development session to share/analyze data with the faculty. The school departments then met to collaborate on curent trends and data of the school.

The Administration Team, CIC, PLC Leaders, Dept Heads, PTO and the entire faculty are included in developing the campus improvement plan (CIP) for Canutillo Middle School STEAM Academy. The School Report Card and the campus score card from TEA Accountability grading system was used to develop goals for the school improvement plan. Data from the School Report Card was also discussed with the entire faculty during a PLC Day, professional development session, and faculty meetings.

The instructional leader of the school asked for each department to create content specific goals (WIDLY Important Goal), that will be the instructional culture of their department. Each content has developed there WIDLY Important Goal as according to the data analyzed. A School Wide WIDLY Important Goal was also created based off the data by the Administration Team. Overall, WIDLY Important goal was created through collaboration, critical thinking, creativity and communication from all faculty and staff members within Canutillo Middle School STEAM Academy.

Upon completing and working on the CIP, stakeholders are also informed of their roles prior to meeting to develop activities and strategies to accomplish goals



in the school improvement plan. Meetings for each of these teams are scheduled months in advance and an agenda for the meeting is sent at least 24 hours prior to meeting so stakeholders can come with ideas in hand. 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**

Canutillo Middle School STEAM Academy stakeholder groups that are involved in the process of determining goals and activities and strategies for achievement of goals are notified of changes at each stage of development of the school improvement plan. Each monthly meeting has a dedicated time for discussion of WIDLY Important Goals, CIC goals, and strategies/activities for improvement, and then discussion and analysis of progress towards those goals throughout the year. Meeting dates are set early in the school year (August) so that plans can be made for attendance by all invited stakeholders. Teachers are informed of the process on the plan at each faculty meeting, and are part of the analysis of data towards improvement during all faculty meetings.

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

Location of CIP will be found in front office, parent liaison'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 liaison schedules automated call outs on a monthly 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 visible 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 liaison 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 enrichment during the school day via Mentoring Minds (30 minutes everyday) and all our Math and Reading classes are double blocked.

CMSSA teachers will differentiate instruction and provide EL's and other At Risk students targeted support in all content areas and have opportunities to analyze and dis-aggregate a variety of data for accountability by identifying performance gaps from all populations.

Training will be provided to all teachers on TIER 1 instructional strategies and implementation of TEIR II & III strategies will be utilized for all students identified in Response to Intervention.

To increase students academic achievement for those identified At Risk and closing the achievement gap strategies will be implemented to address students at risk of not being socially and emotionally engaged in the learning.

## **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 development that addresses the following: Response to Intervention(RtI) program in tested subjects, Project Based Learning across ALL contents, Writing interventions 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 beginning of each school year. All 13 criteria is evaluated at the beginning of the school year to assure students 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 liaison 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 Principal 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	Paraprofessional	Library	1
Debra Larson	Instructional Coach	Instructional	1
Elsa Romero	Parent Liaison	Parent Engagement	1

# Campus Funding Summary

211-Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	red gear		\$7,785.00
2	2	2	Document camera for visual support		\$324.93
2	2	8	Library personnel		\$30,391.16
2	2	8	Technology for students- Chromebooks		\$9,748.89
2	3	3	Coaching support		\$83,839.14
4	1	1	Region 16 parent virtual conference		\$100.00
4	1	1	Parent Resource room materials		\$667.15
4	2	1	Parent support		\$31,279.53
4	2	1	parent resources-snacks fall & spring-520 spr-200 spr		\$1,420.00
4	2	1	Parent Reading Material- Channing Bete		\$95.66
4	2	1	parent items		\$672.00
4	2	1	Parent -social media guide woodpress		\$99.28
4	2	1	Parent Resources for meetings		\$175.00
<b>Sub-Total</b>					\$166,597.74
<b>Budgeted Fund Source Amount</b>					\$207,148.00
<b>+/- Difference</b>					<b>\$40,550.26</b>
185-State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Math resources		\$1,049.73
2	1	1	Science resources		\$1,276.60
2	1	3	GAMESALAD		\$2,000.00
2	1	3	IXL Learning- Core subjects to increase learning		\$1,226.00
2	1	3	Content support- personnel		\$93,981.96
2	1	3	stemscopes-Science supplemental		\$4,462.50
2	2	1	Reading intervention resources &6317.67		\$6,997.52
2	2	1	ebooks/books struggling readers		\$3,996.35
2	2	2	Aides support personnel		\$28,196.25

185-State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Projectors peripherals for student use		\$5,274.94
2	2	2	technology projectors		\$6,589.00
2	2	2	Resources for projectors		\$2,638.28
2	3	5	ELAR acceleration-gap		\$2,691.00
2	3	5	Math comp books 2 orders		\$3,100.00
<b>Sub-Total</b>					\$163,480.13
<b>Budgeted Fund Source Amount</b>					\$240,204.13
<b>+/- Difference</b>					\$76,724.00
199-Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$173,940.00
<b>+/- Difference</b>					\$173,940.00
<b>Grand Total Budgeted</b>					\$621,292.13
<b>Grand Total Spent</b>					\$330,077.87
<b>+/- Difference</b>					\$291,214.26