

Canutillo Independent School District

Jose Alderete Middle School

2024-2025 Goals/Performance Objectives/Strategies



Mission Statement

WE LOVE KIDS!

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

Vision

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

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Goals













Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 1: For the 2024-2025 school year, AMS will increase performance in all tested core subjects as demonstrated by the state assessments and meet expectations in all areas and raise scores across all content areas and will increase its accountability growth score from at least 2 points from a 79 to an 81.

AMS will sustain mastery performance in Alg. 1 and English 1 and will continue to improve growth in all advanced academics programs that it offers.

Evaluation Data Sources: STAAR, TELPAS, District Common Assessments, STAAR Interim

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Implement Texas Essential Knowledge Skills (TEKS) using TEKS Resources System in all content areas to include lesson plans that reflect the use of the Fundamental Five strategies: Framing the lesson-Learning Goals, Closing tasks; Working in the power zone; writing critically; small group purposeful talk; recognize and reinforce; associated with common assessments following the YAG.</p> <p>Strategy's Expected Result/Impact: Effective use of tools will yield common lessons that are engaging and demonstrate student growth.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Coach</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 2</p> <p>Funding Sources: At-Risk Instructional personnel- teacher & paraprofessional - 185-State Compensatory Education - \$106,591</p>	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 2 Details	Reviews			
Strategy 2: Provide structured tutoring programs for all students across all core subjects, tested or not. Tutoring will occur before, during, after school, and on Saturdays. We will implement a homework support for resources to accommodate for students with the learning and alignment of the Texas expectations for knowledge and academic achievements. Strategy's Expected Result/Impact: Attendance to tutorial sessions will increase and directly correlate with student course pass rates, performance on mock testing, performance on common assessments. Staff Responsible for Monitoring: All core teachers, assistant principal, instructional coordinator, instructional technology. ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 Funding Sources: Tutoring- After school (professional) - 185-State Compensatory Education - \$17,000, Transportation for tutoring - 185-State Compensatory Education - \$5,500, Tutoring- After school (hourly) - 185-State Compensatory Education - \$2,300	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Improve the use of student data to support instructional decisions. Common assessments will be given at the end of each unit according to district guidelines, with most subjects following the TEKS RS YAG framework. Data disaggregation to support instructional use will be enhanced through campus and district PLCs. Strategy's Expected Result/Impact: Increase student performance through data-driven preparation. Staff Responsible for Monitoring: Principal, department chair, C&I department. Problem Statements: Student Learning 3 - School Processes & Programs 2 Funding Sources: Get More Math - 185-State Compensatory Education - \$8,780, Nearpod - 185-State Compensatory Education - \$3,100, Instructional Coach/ library aide - 211-Title I-Part A - \$110,609, IXL Learning - 185-State Compensatory Education - \$13,720	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Transitioning students need extra support in foundational areas to help them adjust to the demands of their new grade level. Root Cause: Students coming in with skill gaps from previous grades, curriculum differences, developmental variability, inadequate preparation, and lack of targeted support during the transition.

Student Learning

Problem Statement 1: Struggles with Assessments for Specialized Populations **Root Cause:** SPED (Special Education), EB (English Bilingual), 504, At-Risk, and Migrant populations are facing significant challenges with End-of-Course (EOC), common, and state assessments. This indicates a need for improved strategies and support to help these students perform better on assessments.

Problem Statement 2: Low Attendance Rates Impacting Academic Performance **Root Cause:** Low attendance rates are adversely affecting both academic performance and testing outcomes. This suggests that addressing attendance issues is crucial for improving overall student achievement and test scores.

















Problem Statement 3: Decreased Student Progress in ELAR and Mathematics **Root Cause:** There has been a noticeable decline in student progress measures in ELAR and Mathematics. Additionally, there is a need for better support in implementing educational programs and ensuring fidelity in professional development. The lack of alignment and support, such as Tier 1 instruction and vertical PLC (Professional Learning Community) alignment, contributing factors.

School Processes & Programs

Problem Statement 2: Large Academic Gaps in Core Subjects **Root Cause:** Students have significant academic gaps in reading, science, and non-advanced math content knowledge. Addressing these gaps requires specialty intervention programs and instructional materials, including licenses, teacher function pay for tutoring, and additional resources.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 2: Throughout 2024-2025, classroom teachers and staff will be able to purchase varied instructional materials to support kinesthetic, and differentiated instruction, that will contribute to our goal of providing equitable learning and high quality instructional outcomes to all of our students. Performance variance among teachers of same content and grade level will be maintained at +/-5% in all classrooms.









Strategy 1 Details	Reviews			
Strategy 1: Staff will attend weekly PLC meetings to address data, student work and interventions. Strategy's Expected Result/Impact: PLC is focused. Instructional will monitor effectiveness of instructional planning in collaboration with administrative team Staff Responsible for Monitoring: Administrative Team Problem Statements: Student Learning 1, 3 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Specialized staff will collaborate to promptly identify students (special needs, EB, 504) and utilize data effectively to share with appropriate staff members. Strategy's Expected Result/Impact: Increase student performance through effective processes and procedures Staff Responsible for Monitoring: Principal, SPED department chair, Diagnostician, SPED staff Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Teachers will be able to purchase instructional materials/online program licenses, to include kinesthetic supports and flexible seating for student intervention initiatives, RtI, 504, and the MTSS program. Strategy's Expected Result/Impact: Increase student performance and growth in accountability ratings. Staff Responsible for Monitoring: Administration, Teachers, and Instructional Coach Problem Statements: Student Learning 1 - School Processes & Programs 1, 2 Funding Sources: Amazon (Instructional materials) - 185-State Compensatory Education - \$11,800.46, Amazon-Instructional Resources - 185-State Compensatory Education - \$2,162	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				









Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Insufficient SPED Certified and Trained Staff and Professional Development Root Cause: There is a clear need for more SPED certified staff and support personnel as well as targeted professional development to support special populations effectively in various settings (inclusion, specialized, RTI, and intervention/tutoring). This shortage is impacting the ability to adequately address the needs of At-Risk students.
Student Learning
Problem Statement 1: Struggles with Assessments for Specialized Populations Root Cause: SPED (Special Education), EB (English Bilingual), 504, At-Risk, and Migrant populations are facing significant challenges with End-of-Course (EOC), common, and state assessments. This indicates a need for improved strategies and support to help these students perform better on assessments. Problem Statement 3: Decreased Student Progress in ELAR and Mathematics Root Cause: There has been a noticeable decline in student progress measures in ELAR and Mathematics. Additionally, there is a need for better support in implementing educational programs and ensuring fidelity in professional development. The lack of alignment and support, such as Tier 1 instruction and vertical PLC (Professional Learning Community) alignment, contributing factors.
School Processes & Programs
Problem Statement 1: Need for Additional Instructional Materials and Support Root Cause: AMS requires more instructional materials, such as flexible seating, kinesthetic support and technology to effectively implement intervention initiatives (tutoring, MM, RtI, 504, and MTSS). The lack of these resources hinders the ability to address academic gaps and support diverse student needs effectively. Problem Statement 2: Large Academic Gaps in Core Subjects Root Cause: Students have significant academic gaps in reading, science, and non-advanced math content knowledge. Addressing these gaps requires specialty intervention programs and instructional materials, including licenses, teacher function pay for tutoring, and additional resources.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 3: Offering innovative programs under the Public Service Academies all eligible AMS students will be prepared for high school transition by having the opportunity to earn up to 8 high school credits and be advised of the different graduation and financial aid plans available for graduation throughout the 2024-2025 school year.

Strategy 1 Details	Reviews			
Strategy 1: Most 8th grade students will be enrolled in Principals of Education, Principals of Law, or be enrolled in the Medical Academy- a CTE course-for high school credit and use current technology in updated labs. Strategy's Expected Result/Impact: To increase the acquisition of HS credits placing them at better odds to continue HS and move on to college in a timely manner. Staff Responsible for Monitoring: Counselors CTE teachers TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 4	Formative			Summative
	Nov	Jan	Mar	June
				
	Accomplished	Accomplished	Accomplished	Accomplished
Strategy 2 Details	Reviews			
Strategy 2: 8th grade students will have the opportunity to take Algebra 1 and English I for HS Credit and will be provided multiple opportunities to be successful in the Texas Success Initiative (TSI) test to measure for college readiness. Strategy's Expected Result/Impact: Increase student enrollment and participation. Passing rates will set students for success at the HS level. Students will be prepared for college. Staff Responsible for Monitoring: RLA & Math PLC Principal AP Problem Statements: Demographics 4	Formative			Summative
	Nov	Jan	Mar	June
				
	Accomplished	Accomplished	Accomplished	Accomplished













Strategy 3 Details	Reviews			
Strategy 3: As a public service middle school student will be able to take high school credit courses under the medical, education, or law enforcement academy. Strategy's Expected Result/Impact: Students at the end of the school year student receive high school credit and met requirements to obtain credit for courses. Staff Responsible for Monitoring: Principal, Counselors TEA Priorities: Connect high school to career and college Problem Statements: Demographics 4	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: AMS has had a loss of enrollment over the past years. Root Cause: Location of campus, parents opt for schools that are walking distance from their homes as well as opting for campuses that are more aesthetically appealing.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 4: Intervention programs will be available consistently throughout the 2024-2025 school year to proactively address student academic regression and academic concerns. Interventions will be regularly scheduled through after school tutoring, intersession tutoring opportunities, and summer bridge camp opportunities to close the achievement gaps and address HB1416 requirements.

Strategy 1 Details	Reviews			
Strategy 1: A summer bridge camp will be provided for students who will be taking advanced courses, require enrichment, or intervention to enhance student learning and close the gaps. Strategy's Expected Result/Impact: Increase the percentage of students performance. Staff Responsible for Monitoring: Algebra teacher, IC, Administration. TEA Priorities: Build a foundation of reading and math Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Students who demonstrated a challenge in performing at grade level in reading/math STAAR EOC will be scheduled in an intervention class or placed in a class where the teacher is TIA recognized. Strategy's Expected Result/Impact: increase student growth measure Staff Responsible for Monitoring: Principal, IC, counselors ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Lack of Training for Addressing Social and Emotional Issues Root Cause: Campus staff are struggling with a lack of knowledge and training on how to handle the new social and emotional challenges faced by students. This gap in training can hinder their ability to provide appropriate support and interventions for these issues. Problem Statement 3: Transitioning students need extra support in foundational areas to help them adjust to the demands of their new grade level. Root Cause: Students coming in with skill gaps from previous grades, curriculum differences, developmental variability, inadequate preparation, and lack of targeted support during the transition.

Student Learning









Problem Statement 3: Decreased Student Progress in ELAR and Mathematics **Root Cause:** There has been a noticeable decline in student progress measures in ELAR and Mathematics. Additionally, there is a need for better support in implementing educational programs and ensuring fidelity in professional development. The lack of alignment and support, such as Tier 1 instruction and vertical PLC (Professional Learning Community) alignment, contributing factors.

School Processes & Programs

Problem Statement 2: Large Academic Gaps in Core Subjects **Root Cause:** Students have significant academic gaps in reading, science, and non-advanced math content knowledge. Addressing these gaps requires specialty intervention programs and instructional materials, including licenses, teacher function pay for tutoring, and additional resources.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 5: Host an Eagle Legacy Summer Camp for both parents and incoming 6th grade students to facilitate a smooth transition from elementary to middle school by hiring staff to develop, and carry out a camp during the summer.

Strategy 1 Details	Reviews			
Strategy 1: Provide 2 parent informational nights and host incoming 6th graders with the purpose to inform and educate parents on AMS education opportunities, one per semester. Strategy's Expected Result/Impact: Increase the percentage of students performance. Staff Responsible for Monitoring: Algebra teacher, IC, Administration. Targeted Support Strategy Problem Statements: Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 3: Transitioning students need extra support in foundational areas to help them adjust to the demands of their new grade level. Root Cause: Students coming in with skill gaps from previous grades, curriculum differences, developmental variability, inadequate preparation, and lack of targeted support during the transition.

Goal 1: STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * College Career Military Readiness

Performance Objective 6: During the academic school year, AMS will improve student health and fitness levels by utilizing data from research-based assessments, including the School Health Index created by the CDC. AMS will ensure that the master schedule is set to ensure all students will be enrolled in a P.E or intramurals class, personnel will be available to support all students, and campus shared spaces plan will be utilized to provide safe physical education classes to accomplish fitness goals.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Accomplished</div>	<div><div></div></div> <div>Accomplished</div>	<div><div></div></div> <div>Accomplished</div>

No Progress

Accomplished

Continue/Modify

Discontinue













Performance Objective 6 Problem Statements:

Demographics
Problem Statement 5: The physical fitness levels of students at AMS are below the desired standards, impacting their overall health and academic performance. Root Cause: Number of P.E. teachers servicing students, master schedule, campus space to schedule multiple classes at the same time. Insufficient integration of health assessments such as the School Health Index created by the CDC into the curriculum,

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 1: Throughout 24-25 school year, AMS will provide professional development and training to ensure highly qualified campus staff to include teachers, paraprofessionals, counselors, nurse, and administration remain updated with current instructional methods, strategies, and policies in order to enhance student achievement.

Evaluation Data Sources: Attendance Reports, Data Outcomes

Strategy 1 Details	Reviews			
Strategy 1: Based on data, AMS faculty and staff will receive training such as profession development to include educational strategies, SEL classroom supports, data disaggregation, PLC's, Fundamental Five, special ed, EB classroom supports, and MTSS initiatives. Strategy's Expected Result/Impact: To support the success of AMS diverse population based on their needs. Enhance growth and development and empowerment of faculty and staff based on their roles and responsibilities. Staff Responsible for Monitoring: Principal, Counselors, Administration, IC TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 1, 2 - Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Continue an MTSS team that is embedded within the master schedule with a focus on attendance, academics, behavior, SEL, and school culture. Strategy's Expected Result/Impact: Campus achievement on academics, increase attendance and build a positive school culture. Staff Responsible for Monitoring: Principals, Counselors TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 1, 2, 3 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				













Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Insufficient SPED Certified and Trained Staff and Professional Development Root Cause: There is a clear need for more SPED certified staff and support personnel as well as targeted professional development to support special populations effectively in various settings (inclusion, specialized, RTI, and intervention/tutoring). This shortage is impacting the ability to adequately address the needs of At-Risk students.</p> <p>Problem Statement 2: Lack of Training for Addressing Social and Emotional Issues Root Cause: Campus staff are struggling with a lack of knowledge and training on how to handle the new social and emotional challenges faced by students. This gap in training can hinder their ability to provide appropriate support and interventions for these issues.</p>
Student Learning
<p>Problem Statement 1: Struggles with Assessments for Specialized Populations Root Cause: SPED (Special Education), EB (English Bilingual), 504, At-Risk, and Migrant populations are facing significant challenges with End-of-Course (EOC), common, and state assessments. This indicates a need for improved strategies and support to help these students perform better on assessments.</p> <p>Problem Statement 3: Decreased Student Progress in ELAR and Mathematics Root Cause: There has been a noticeable decline in student progress measures in ELAR and Mathematics. Additionally, there is a need for better support in implementing educational programs and ensuring fidelity in professional development. The lack of alignment and support, such as Tier 1 instruction and vertical PLC (Professional Learning Community) alignment, contributing factors.</p>
School Processes & Programs
<p>Problem Statement 1: Need for Additional Instructional Materials and Support Root Cause: AMS requires more instructional materials, such as flexible seating, kinesthetic support and technology to effectively implement intervention initiatives (tutoring, MM, RtI, 504, and MTSS). The lack of these resources hinders the ability to address academic gaps and support diverse student needs effectively.</p> <p>Problem Statement 2: Large Academic Gaps in Core Subjects Root Cause: Students have significant academic gaps in reading, science, and non-advanced math content knowledge. Addressing these gaps requires specialty intervention programs and instructional materials, including licenses, teacher function pay for tutoring, and additional resources.</p> <p>Problem Statement 3: Safety and Behavioral Issues Root Cause: There is a need for better support systems, structural habits, processes, guidelines, and routines to promote safety, responsibility, and respect among students. The increase in injuries and reported incidents highlights the need for improved safety measures and behavioral support.</p>
Perceptions
<p>Problem Statement 1: Social-Emotional Difficulties for Students Root Cause: The SDC student survey indicates that students are experiencing significant social-emotional challenges, including difficulty fitting in and making friends. This problem affects students' overall well-being and their ability to engage effectively in the school environment.</p>

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 2: AMS will improve staff attendance from 94% to 95% and student attendance from 95.7% to 97% for the school year of 24-25.

Evaluation Data Sources: Attendance Reports

Strategy 1 Details	Reviews			
Strategy 1: Monitor and educate faculty and staff on district attendance policy and provide incentives upon an increase in attendance. Strategy's Expected Result/Impact: increase staff and faculty attendance. Staff Responsible for Monitoring: Administrative Team TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Student Learning 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Provide incentives for students who meet the 97% attendance. Those students who do not meet 90% attendance will be issued attendance warning letters, phone calls, one to one parent meetings, home visits, and if needed follow parenting classes and court filing. Strategy's Expected Result/Impact: Increase student attendance. Staff Responsible for Monitoring: Principal, Attendance Clerk, MTSS, Counselors, Parent Liaison TEA Priorities: Build a foundation of reading and math Problem Statements: Student Learning 2 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 2: Low Attendance Rates Impacting Academic Performance Root Cause: Low attendance rates are adversely affecting both academic performance and testing outcomes. This suggests that addressing attendance issues is crucial for improving overall student achievement and test scores.





Perceptions

Problem Statement 2: Lack of Parent Understanding of School Policies **Root Cause:** There is a need to improve parent understanding of school policies, discipline outcomes, and curriculum requirements, particularly in accordance with the Texas Education Code. Insufficient knowledge among parents can lead to misunderstandings and a lack of effective support for students' educational experiences.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 3: Throughout the 24-25 school year, AMS staff will participate in committees that will allow them to provide feedback, build relationships, collaborate, and enhance their craft based on their roles and responsibilities. Sunshine, CIC, Safety, PLC Leaders, Attendance, EMS, PLCs, LPAC.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished

















 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Transitioning students need extra support in foundational areas to help them adjust to the demands of their new grade level. Root Cause: Students coming in with skill gaps from previous grades, curriculum differences, developmental variability, inadequate preparation, and lack of targeted support during the transition.
Student Learning
Problem Statement 2: Low Attendance Rates Impacting Academic Performance Root Cause: Low attendance rates are adversely affecting both academic performance and testing outcomes. This suggests that addressing attendance issues is crucial for improving overall student achievement and test scores.
School Processes & Programs
Problem Statement 3: Safety and Behavioral Issues Root Cause: There is a need for better support systems, structural habits, processes, guidelines, and routines to promote safety, responsibility, and respect among students. The increase in injuries and reported incidents highlights the need for improved safety measures and behavioral support.
Perceptions
Problem Statement 1: Social-Emotional Difficulties for Students Root Cause: The SDC student survey indicates that students are experiencing significant social-emotional challenges, including difficulty fitting in and making friends. This problem affects students' overall well-being and their ability to engage effectively in the school environment.

Goal 2: STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Quality Staff *Staff Satisfaction

Performance Objective 4: Throughout the 2024-2025 school year, all AMS teachers will be up to date with PBIS, No Place for Hate and the Emergency Operations Plan (EOP). Teachers will review and follow PBIS, No Place for Hate, and EOP guidelines on a monthly basis to ensure that all stakeholders are within a safe and secure learning environment.









Strategy 1 Details	Reviews			
Strategy 1: Teachers and staff will be provided with updated training and opportunities to implement guidelines effectively on a quarterly basis: campus wide emergency procedures, emergency supports medical response, and reporting along with required. The use of safety procedures and equipment : two-way radios, surveillance security system, cameras, alarm access control, emergency application and Anonymous Alerts and messaging systems for students, staff, and parents. Teachers will use on campus messaging platforms. Staff Responsible for Monitoring: Campus administrators Problem Statements: School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Teachers and staff will review and follow PBIS, No Place for Hate, and EOP. Problem Statements: Demographics 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: AMS will use a camera and badge access security system at select exterior doors, monthly fire drills and quarterly intruder drills and staff training on state safety mandates and lock down drills. Problem Statements: School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				













Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: Lack of Training for Addressing Social and Emotional Issues Root Cause: Campus staff are struggling with a lack of knowledge and training on how to handle the new social and emotional challenges faced by students. This gap in training can hinder their ability to provide appropriate support and interventions for these issues.
School Processes & Programs
Problem Statement 4: Inadequate Safety Communication and Accessibility Root Cause: There are issues with safety communication due to a lack of proper intercom communication throughout the school and accessibility problems with detached buildings lacking Raptor camera systems. These deficiencies pose safety risks and hinder effective emergency response.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 1: AMS will increase parental involvement by providing activities for parents and community members to attend at least once a month throughout the 2024-2025 school year in a language they may understand. These meetings will also be held at different times to accommodate working parents.

Strategy 1 Details	Reviews			
Strategy 1: AMS will hold an Open House every semester to inform parents about campus specifics. At least 1 parent will serve on CIT and attend monthly meetings. Strategy's Expected Result/Impact: Increase parent engagement Staff Responsible for Monitoring: Administrative team, parent liaison, CIC ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Special parent sessions will be hosted for parents of at-risk, ELL and SPED students to inform parents of their rights and opportunities. Strategy's Expected Result/Impact: -Student performance on subgroups will increase and gaps narrowed. -Parents will be more involved in day to day school operations. Staff Responsible for Monitoring: Parent liaison, principal, CIT ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 1 - Perceptions 2 Funding Sources: Sam's Club Parent Liaison - 211-Title I-Part A - \$400, Parent Liaison - 211-Title I-Part A - \$34,530, Sam's Club- PL - 211-Title I-Part A - \$500, Sam's Club- PL - 211-Title I-Part A - \$500	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Accomplished	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
Strategy 3: To improve the ambiance for the Parent/Community Outreach Center that incorporates organization, protects confidentiality, and is pleasantly inviting for all stakeholders while volunteering or attending parent/community sessions. Strategy's Expected Result/Impact: Increase parental involvement and community partnerships. Staff Responsible for Monitoring: Parent liaison, principal, CIT Problem Statements: Perceptions 2 Funding Sources: Amazon- Parent Engagement Supplies - 211-Title I-Part A - \$373.55	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Reviews			
Strategy 4: AMS will hold Parent compact and Parent involvement policy meetings for input from parents and all stakeholders. The meetings will be held during both the fall and spring semesters at different times and days. Strategy's Expected Result/Impact: To increase parent involvement in decision making that pertains to their student Staff Responsible for Monitoring: Principal, IC, Parent Liaison Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:









Demographics
Problem Statement 3: Transitioning students need extra support in foundational areas to help them adjust to the demands of their new grade level. Root Cause: Students coming in with skill gaps from previous grades, curriculum differences, developmental variability, inadequate preparation, and lack of targeted support during the transition.
Student Learning
Problem Statement 1: Struggles with Assessments for Specialized Populations Root Cause: SPED (Special Education), EB (English Bilingual), 504, At-Risk, and Migrant populations are facing significant challenges with End-of-Course (EOC), common, and state assessments. This indicates a need for improved strategies and support to help these students perform better on assessments.
School Processes & Programs
Problem Statement 3: Safety and Behavioral Issues Root Cause: There is a need for better support systems, structural habits, processes, guidelines, and routines to promote safety, responsibility, and respect among students. The increase in injuries and reported incidents highlights the need for improved safety measures and behavioral support.

Perceptions

Problem Statement 2: Lack of Parent Understanding of School Policies **Root Cause:** There is a need to improve parent understanding of school policies, discipline outcomes, and curriculum requirements, particularly in accordance with the Texas Education Code. Insufficient knowledge among parents can lead to misunderstandings and a lack of effective support for students' educational experiences.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 2: By June 2024, a minimum of 2 parental seminars and education will be provided to equip parents in helping students set academic goals, attendance, measure progress and address Social Emotional Learning (SEL) at the home. A clear path from K-12 will be provided by parents as they set post-secondary goals with their children.

Strategy 1 Details	Reviews			
Strategy 1: Parent liaison will work with student support services and outside agencies to present parent universities at least on per month to include different times and dates to accommodate working parents. Strategy's Expected Result/Impact: To educate parents on topics that will align with what students are learning. Staff Responsible for Monitoring: Principal, IC, parent liaison Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Lack of Parent Understanding of School Policies Root Cause: There is a need to improve parent understanding of school policies, discipline outcomes, and curriculum requirements, particularly in accordance with the Texas Education Code. Insufficient knowledge among parents can lead to misunderstandings and a lack of effective support for students' educational experiences.

Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships * Customer Satisfaction

Performance Objective 3: Parent liaison will work on hosting at least one parent academy throughout the school year 2024-2025.

Evaluation Data Sources: To educate parents on various topics that target different aspects of the students learning and growth.













Strategy 1 Details	Reviews			
Strategy 1: AMS at least 2 per semester or one to one parent academies to improve attendance, discipline and social emotional issues the student might encounter. Strategy's Expected Result/Impact: To form a greater bond between the school, the parent and the student. Staff Responsible for Monitoring: Principal, IC, Parent Liaison Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Some Progress	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: Lack of Parent Understanding of School Policies Root Cause: There is a need to improve parent understanding of school policies, discipline outcomes, and curriculum requirements, particularly in accordance with the Texas Education Code. Insufficient knowledge among parents can lead to misunderstandings and a lack of effective support for students' educational experiences.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 1: Funding for Title 1 (211) and State Comp (185) will be used for student support for At-Risk prevention (student intervention, staff allocation and training).

Strategy 1 Details	Reviews			
Strategy 1: Campus will assess student needs from state testing, interim assessments, common campus assessment, and credit course audits for students taking high school credit courses under the public service academies. Staff Responsible for Monitoring: Administration, Canutillo PD, Security Problem Statements: Demographics 2, 3 - School Processes & Programs 2, 3, 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: AMS will review/revise periodically campus CNA to identify and address campus needs: instructional materials, technology, professional development, student needs/support services. Problem Statements: Demographics 4 - School Processes & Programs 3, 4 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Lack of Training for Addressing Social and Emotional Issues Root Cause: Campus staff are struggling with a lack of knowledge and training on how to handle the new social and emotional challenges faced by students. This gap in training can hinder their ability to provide appropriate support and interventions for these issues.
Problem Statement 3: Transitioning students need extra support in foundational areas to help them adjust to the demands of their new grade level. Root Cause: Students coming in with skill gaps from previous grades, curriculum differences, developmental variability, inadequate preparation, and lack of targeted support during the transition.

Demographics

Problem Statement 4: AMS has had a loss of enrollment over the past years. **Root Cause:** Location of campus, parents opt for schools that are walking distance from their homes as well as opting for campuses that are more aesthetically appealing.

School Processes & Programs

Problem Statement 2: Large Academic Gaps in Core Subjects **Root Cause:** Students have significant academic gaps in reading, science, and non-advanced math content knowledge. Addressing these gaps requires specialty intervention programs and instructional materials, including licenses, teacher function pay for tutoring, and additional resources.

Problem Statement 3: Safety and Behavioral Issues **Root Cause:** There is a need for better support systems, structural habits, processes, guidelines, and routines to promote safety, responsibility, and respect among students. The increase in injuries and reported incidents highlights the need for improved safety measures and behavioral support.













Problem Statement 4: Inadequate Safety Communication and Accessibility **Root Cause:** There are issues with safety communication due to a lack of proper intercom communication throughout the school and accessibility problems with detached buildings lacking Raptor camera systems. These deficiencies pose safety risks and hinder effective emergency response.

Perceptions

Problem Statement 2: Lack of Parent Understanding of School Policies **Root Cause:** There is a need to improve parent understanding of school policies, discipline outcomes, and curriculum requirements, particularly in accordance with the Texas Education Code. Insufficient knowledge among parents can lead to misunderstandings and a lack of effective support for students' educational experiences.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 2: AMS will implement an MTSS school wide program that will focus on student attendance, academics, discipline & culture building throughout the 2024-2025 school year. Time, training and resources will be allocated to support MTSS initiatives: student support services/ counseling, academic intervention programs, social-emotional learning, and strengthening campus positive culture initiatives to effectively address the diverse needs of students and promote their overall well-being.

Strategy 1 Details	Reviews			
Strategy 1: Provide incentives for perfect attendance, good campus citizenship, A and A/B Honor every 9 weeks. Students will be provided with, free dress days, Raise the Bar tickets, grade level AMS events, and mentorship program. Staff Responsible for Monitoring: Attendance Clerk, Principal and EMS (MTSS TEAM) Problem Statements: Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
Strategy 2: Embed within the master schedule time for the MTSS team to meet on a daily basis to analyze data pertaining to student attendance, academics, discipline & culture building. Problem Statements: Demographics 3 - Student Learning 2 - School Processes & Programs 3 - Perceptions 1, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: MTSS team and counselor professionals training and support to implement initiatives to support campus goals. Problem Statements: Demographics 2, 3 - Student Learning 2 - School Processes & Programs 2, 3 - Perceptions 1, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Demographics**

Problem Statement 2: Lack of Training for Addressing Social and Emotional Issues **Root Cause:** Campus staff are struggling with a lack of knowledge and training on how to handle the new social and emotional challenges faced by students. This gap in training can hinder their ability to provide appropriate support and interventions for these issues.

Problem Statement 3: Transitioning students need extra support in foundational areas to help them adjust to the demands of their new grade level. **Root Cause:** Students coming in with skill gaps from previous grades, curriculum differences, developmental variability, inadequate preparation, and lack of targeted support during the transition.

Student Learning

Problem Statement 2: Low Attendance Rates Impacting Academic Performance **Root Cause:** Low attendance rates are adversely affecting both academic performance and testing outcomes. This suggests that addressing attendance issues is crucial for improving overall student achievement and test scores.

School Processes & Programs

Problem Statement 2: Large Academic Gaps in Core Subjects **Root Cause:** Students have significant academic gaps in reading, science, and non-advanced math content knowledge. Addressing these gaps requires specialty intervention programs and instructional materials, including licenses, teacher function pay for tutoring, and additional resources.

Problem Statement 3: Safety and Behavioral Issues **Root Cause:** There is a need for better support systems, structural habits, processes, guidelines, and routines to promote safety, responsibility, and respect among students. The increase in injuries and reported incidents highlights the need for improved safety measures and behavioral support.









Perceptions

Problem Statement 1: Social-Emotional Difficulties for Students **Root Cause:** The SDC student survey indicates that students are experiencing significant social-emotional challenges, including difficulty fitting in and making friends. This problem affects students' overall well-being and their ability to engage effectively in the school environment.

Problem Statement 3: Effectively Provide Incentives and Rewards **Root Cause:** In order to improve student performance and increase attendance is the lack of intrinsic motivation among students. Without sufficient internal motivation, students may struggle to stay engaged and committed to their academic responsibilities.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 3: Allocate resources for ongoing professional development opportunities for teachers and staff to enhance their instructional practices, pedagogical knowledge, and skills. Provide opportunities for teachers to participate in conferences, workshops, and collaborative learning communities to stay updated on best practices and research-based strategies.









Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional development opportunities for teachers and staff campus, district, region, state and national conferences. Problem Statements: Demographics 1, 2 - Student Learning 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Insufficient SPED Certified and Trained Staff and Professional Development Root Cause: There is a clear need for more SPED certified staff and support personnel as well as targeted professional development to support special populations effectively in various settings (inclusion, specialized, RTI, and intervention/tutoring). This shortage is impacting the ability to adequately address the needs of At-Risk students.
Problem Statement 2: Lack of Training for Addressing Social and Emotional Issues Root Cause: Campus staff are struggling with a lack of knowledge and training on how to handle the new social and emotional challenges faced by students. This gap in training can hinder their ability to provide appropriate support and interventions for these issues.
Student Learning
Problem Statement 1: Struggles with Assessments for Specialized Populations Root Cause: SPED (Special Education), EB (English Bilingual), 504, At-Risk, and Migrant populations are facing significant challenges with End-of-Course (EOC), common, and state assessments. This indicates a need for improved strategies and support to help these students perform better on assessments.

Goal 4: FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic Allocation of Resources * Planning for Growth * Well Maintained Facilities

Performance Objective 4: Allocate resources to increase opportunities for students to participate in extracurricular to include : clubs and organizations that align with the school's goals and priorities. Resources will support with for equipment, facilities, transportation, and staffing.









Strategy 1 Details		Reviews			
Strategy 1: Empower AMS teachers to lead students trough sponsoring extra clubs or organizations, mentor or provide intervention support. Problem Statements: Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Considerable	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: Social-Emotional Difficulties for Students Root Cause: The SDC student survey indicates that students are experiencing significant social-emotional challenges, including difficulty fitting in and making friends. This problem affects students' overall well-being and their ability to engage effectively in the school environment.

Goal 5: TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1: AMS will enhance the availability and effective utilization of technology resources to support student learning and achievement throughout the 2024-2025 school year. Teachers will acquire hardware to enhance teaching and student outcomes with use of laptops, smartboards.









Strategy 1 Details		Reviews			
Strategy 1: Departments will assess individual needs of students during their planning time to determine needs: software updates, replacement of devices, programs. Strategy's Expected Result/Impact: Limited interruption of student engagement through electronic devices. Problem Statements: School Processes & Programs 4 Funding Sources: Dell Technologies (Chromebooks) - 185-State Compensatory Education - \$6,867.60		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Inadequate Safety Communication and Accessibility Root Cause: There are issues with safety communication due to a lack of proper intercom communication throughout the school and accessibility problems with detached buildings lacking Raptor camera systems. These deficiencies pose safety risks and hinder effective emergency response.

Goal 5: TECHNOLOGY RESOSURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 2: Alderete Middle School will provide all classrooms with interactive technology & instructional tools that will support differentiation & students learning modes throughout the 2024-2025 school year .

Strategy 1 Details	Reviews			
Strategy 1: Every classroom will have an interactive smart board as an instructional tool that will support student learning throughout the year 2024-2025. Strategy's Expected Result/Impact: Students will engage with the classroom teacher through the use of techonology. Staff Responsible for Monitoring: Administration, IC, Head of Departments Problem Statements: School Processes & Programs 1 Funding Sources: ELB US Inc - 185-State Compensatory Education - \$4,610	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Need for Additional Instructional Materials and Support Root Cause: AMS requires more instructional materials, such as flexible seating, kinesthetic support and technology to effectively implement intervention initiatives (tutoring, MM, RtI, 504, and MTSS). The lack of these resources hinders the ability to address academic gaps and support diverse student needs effectively.