

Canutillo Independent School District



Canutillo Middle School

2025-2026 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.

Value Statement

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

Summary

Currently, Canutillo Middle School STEAM Academy serves 653 students. Of these, 113 students (17.30%) are identified as English as a Second Language Learners (ESL) and , reflecting a steady increase in bilingual student enrollment. The campus supports 100 students receiving Special Education services, 107 students identified in the Gifted and Talented (GT) program, and 470 students who are Economically Disadvantaged, representing approximately 64.1% of the total population. In addition, 72 students receive services through Section 504 accommodations.

The number of English Learners on campus continues to grow, with a 4% increase compared to the previous year. This anticipated growth highlights a rising demand for bilingual instructional support, specialized programs, and increased staffing needs to maintain effective service levels for all learners.

Currently, the campus maintains an attendance rate of 94.2% for the year. There are 44 classroom teachers on staff, with two open teaching positions that the campus is actively working to fill.

Professional development remains a cornerstone of the campus's mission to support instructional excellence. Teachers at Canutillo Middle School STEAM Academy are encouraged to attend various professional learning opportunities, both locally and regionally, funded and supported by campus leadership under Principal Mr. Christopher Judge. Professional development has included on-campus initiatives such as Fundamental 5 training, Apple Integration and Innovation training, Gifted and Talented updates, and Gates Math training.

Furthermore, parents have the opportunity to grow and support student achievement through initiatives like Parent University, coordinated by the Parent Liaison. Through these joint efforts, Canutillo Middle School STEAM Academy continues to foster a collaborative community that emphasizes student success, innovation, and continuous growth.

At-Risk - 64.85%

Immigrant - .84%

Migrant - 1.2%

Military Connected - 17.43%

Economic Disadvantage Total - 60.25%

Homeless Status Total - 1.53%

Strengths

- **Demographic Representation:** The staff demographics at Canutillo Middle School STEAM Academy closely mirror the student population, with 76% of staff identifying as Hispanic/Latino. This alignment fosters cultural relevance, promotes understanding, and strengthens relationships within the school community.

- **Comparable STAAR Performance:** Canutillo MS STEAM Academy's STAAR performance is comparable to district averages, reflecting effective instructional practices and a strong focus on student academic achievement.
- **Rigorous Academic Opportunities:** The campus offers Pre-AP Algebra I and Honors courses for grades 6 through 8, providing students with access to advanced, rigorous coursework that prepares them for future academic success in high school and beyond.
- **Dual Credit Readiness:** Through TSI (Texas Success Initiative) testing during students' 8th grade year, Canutillo MS STEAM Academy prepares students early for dual credit opportunities at Canutillo High School and Northwest Early College High School, accelerating their readiness for post-secondary education.
- **Commitment to Inclusive Education:** The school maintains a strong commitment to equity by fully integrating special populations, including English Learners (ELs), Special Education (SPED) students, Section 504 students, and At-Risk students. Effective transition strategies ensure that all students have equitable access to a rigorous educational experience.
- **Strong Parent Engagement:** A robust Parent-Teacher Organization (PTO) reflects the strong partnership between families and the school. Active parent involvement contributes to a supportive and collaborative learning environment.
- **Ongoing Professional Development:** Teachers, staff, and parents have access to diverse professional development opportunities, including Parent University, on-campus trainings, and off-site workshops. These efforts are designed to strengthen instructional practices, promote continuous learning, and enhance overall student outcomes.

Need #1: Increased Resources and Personnel

The projected growth in student enrollment, particularly among English Language Learners (ELs), Gifted and Talented (GT), Special Education (SPED), and Section 504 students, necessitates the addition of resources and personnel to adequately meet the diverse academic and support needs across the campus.

Need #2: Addressing Attendance Rate

Although the campus maintains a strong attendance rate of 93.85%, targeted strategies are needed to further increase daily attendance, ensuring consistent student engagement, improved academic performance, and enhanced overall campus achievement.

Need #3: Continuing Professional Development

Ongoing and diversified professional development opportunities must be provided to teachers and staff to ensure they remain updated on best instructional practices, new STEAM initiatives, and evolving educational trends that drive instructional excellence.

Need #4: Expansion of STEAM Programs

Expanding STEAM program offerings will enrich the student learning experience by providing additional pathways for creativity, critical thinking, and problem-solving, while supporting diverse student interests and preparing learners for future academic and career success.

Need #6: Equitable Distribution of Resources

Focused efforts must continue to ensure equitable access to programs, services, and resources for all students, including ELs, GT students, SPED, and Section 504 populations, to foster a supportive and inclusive educational environment.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>The current number of students enrolled at CMSSA who have to meet the requirements of HB1416 does not allow for high-quality responses to intervention throughout the day.</p>	<p>The demands of HB1416 requirements and the increased student population and traditional bell schedule.</p>
<p>2 ★</p> <p>The lack of training for teachers in addressing students' new social and emotional issues emphasizes the need for additional support staff.</p>	<p>CISD does not provide an SEL curriculum for teachers to follow, nor is there sufficient training to support the whole child if asked to do so by the teacher of record.</p>
<p>3 ★</p> <p>Transitioning students require additional support in foundational areas to facilitate their adaptation to new grade-level requirements.</p>	<p>The root cause of the need for additional support for transitioning students lies in the gaps in their foundational knowledge and skills. As students move from one grade level to the next, the curriculum and academic expectations become more complex. If students have not fully mastered the essential concepts and skills from their previous grade, they will struggle to keep up with the new material.</p>

★ = Priority

Student Learning

Summary

During the 2025-2026 school year, Canutillo Middle School STEAM Academy (CMSSA) continued as a targeted improvement campus according to TEA, due to the accountability measures primarily based on STAAR performance, particularly within student subgroups, which showed slight declines. These academic regressions highlighted the need for intensified interventions and targeted support systems.

Despite these challenges, increases in specific subject areas can be attributed to several key factors, including a strong and evolving Response to Intervention (RtI) framework, consistent teacher collaboration, and focused implementation of instructional programs such as Critical Writing Strategies, Accelerated Reader (AR), Reading Plus, and STEMscopes. Departmental alignment in Math, ELAR, Science, and Social Studies around curriculum planning and lesson delivery contributed significantly to maintaining high academic expectations and promoting rigorous classroom instruction.

CMSSA continues to expand its commitment to advanced academics by promoting early exposure to high school credit opportunities, including Pre-AP Algebra I. This ensures that students enter high school well-prepared for advanced coursework and post-secondary success.

In preparation for the 2025–2026 school year, CMSSA remains focused on driving student growth through the following academic and support strategies:

- House Bill 1416 Accelerated Learning Intervention Plan:
In compliance with HB 1416, CMSSA provides accelerated instruction through:
 - Assignment of Master Teachers and Mentor Meetings (MMs) for targeted support
 - After-school tutoring programs tailored to individual student needs
 - Intersession learning opportunities to close learning gaps
 - Summer School 2024 offerings to provide additional academic recovery and enrichment
- Support Systems for Student Success:
 - Increased parent engagement through consistent communication and parent conferences
 - Ongoing teacher coaching and collaboration centered on evidence-based instructional practices
 - Social-emotional learning supports to address the holistic needs of students, particularly those impacted by pandemic-era disruptions
 - Language development interventions for Emergent Bilinguals, ensuring growth in both content knowledge and English proficiency
 - Targeted interventions tied to students' Individualized Education Programs (IEPs) and 504 plans, emphasizing inclusive education for special populations

CMSSA's academic priorities remain rooted in equity, rigor, and innovation. Through a personalized approach to learning and a commitment to inclusive practices, the campus strives to ensure all students achieve measurable

academic growth, close achievement gaps, and are fully prepared for the demands of high school and beyond.

Strengths

- **Response to Intervention (RtI) Program:** The Response to Intervention (RtI) program at Canutillo Middle School STEAM Academy is a clear academic strength because it has produced measurable gains in tested subjects and overall student performance. By implementing tiered support strategies and closely monitoring student progress, the campus ensures that learning gaps are addressed early, reducing the risk of long-term academic struggles. The success of RtI reflects a school-wide commitment to data-driven instruction and personalized learning pathways.
- **Teacher Collaboration:** Strong teacher collaboration across all grade levels and departments enhances instructional consistency and supports cohesive learning experiences for students. Frequent collaboration sessions, vertical and horizontal alignment meetings, and team planning have created a culture where best instructional practices are shared and refined. This collaboration results in a unified instructional vision and reinforces the district's commitment to collective teacher efficacy, which is recognized in our strong social media presence highlighting PLCs and team successes
- **Writing Interventions:** The targeted use of critical writing strategies, combined with literacy programs such as Accelerated Reader (AR) and Reading Plus, has strengthened student literacy skills across content areas. These interventions build foundational reading comprehension, writing proficiency, and critical thinking skills, essential for success across disciplines. By embedding writing into the curriculum, the school promotes deeper learning and prepares students for rigorous high school and post-secondary coursework.
- **Curriculum Alignment:** Curriculum alignment within Math, ELAR, Science, and Social Studies departments ensures that instructional delivery is coherent, vertically integrated, and standards-based. Aligned planning fosters clarity in learning expectations for students and allows teachers to build upon previous knowledge systematically. This alignment is reflected in the consistent academic expectations and the rigorous learning environment that has contributed to achievements like our designation as UIL District Champions.
- **Math Innovation Zone Program:** Participation in the Math Innovation Zone program offers students the opportunity to engage in accelerated, blended learning pathways in mathematics. Although the acceleration model may result in skipped content, the deliberate use of spiraled instruction throughout the year ensures that key concepts are revisited and mastered. This innovative approach supports differentiated learning and prepares students for advanced mathematics in high school.
- **Highly Qualified Teachers:** The presence of 23 TIA-designated teachers and 5 National Board Certified teachers significantly strengthens instruction and learning outcomes. These designations reflect a high level of instructional excellence and content expertise, providing students with access to some of the most accomplished educators in the state. The caliber of the teaching staff ensures that students consistently experience high-quality instruction that meets or exceeds academic standards.
- **UIL District Champions Recognition:** Winning the UIL District Championship showcases the strength of

our students' academic and extracurricular performance. It reflects not only student knowledge and skill development but also the dedication of teachers to extend learning beyond the classroom. This accomplishment builds pride within the school community and serves as a testament to the effectiveness of academic and enrichment programs at CMSSA.

Need #1: Intense interventions are needed to address academic regressions and stabilize learning gaps from previous years.

Need #2: Targeted strategies are necessary to stabilize and improve STAAR performance across core tested areas.

Need #3: Students participating in the Math Innovation Zone program are experiencing learning gaps due to accelerated pacing, requiring targeted support.

Need #4: Continued support for special populations (LEP, SPED, 504, At-Risk) is essential to ensure equitable academic outcomes.

Need #5: There is a need for more efficient curriculum delivery strategies to address gaps caused by the adjusted Gates Math pacing plan.

Need #6: Ongoing parent and student engagement is necessary to support intervention efforts, intersession participation, and academic growth.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	SPED, EB, 504, At-Risk, and Migrant populations struggle with STAAR exams and common and state assessments.	Lack of targeted support programs, campus personnel such as tutors, aides, and instructional resources for those subgroups. These populations often face a combination of factors such as learning disabilities, language barriers, socio-economic disadvantages, and frequent disruptions in their education due to mobility.
2 ★	Due to low attendance, academics and STAAR testing performance in all core and elective classes has decreased.	Frequent absences disrupt the continuity of learning, leading to gaps in knowledge and skills that are crucial for academic success. When students miss significant instructional time, they are less likely to grasp key concepts and keep up with the curriculum, resulting in lower performance on assessments.
3 ★	The current wifi, equipment, and technology infrastructure for teachers and students does not meet the requirements for effective instruction and reliable assessment.	Outdated technology, insufficient funding, and lack of strategic planning. Outdated hardware and software can limit the ability to access and utilize modern educational tools and resources effectively. Insufficient funding may result in the inability to upgrade and maintain necessary technological infrastructure.
4 ★	The lack of supplies and resources creates significant barriers to providing equitable and effective instruction for all learners.	The growing demand for modern educational tools and technology can outpace the available budget, leaving schools struggling to keep up with the latest instructional needs.

★ = Priority

School Processes & Programs

Summary

At Canutillo Middle School STEAM Academy (CMSSA), decision-making is rooted in a collaborative, data-informed process that centers on the academic and social-emotional needs of a diverse student population. Our procedures engage staff, parents, students, community members, and district leadership to ensure that programs and practices are both responsive and aligned with continuous improvement goals. This inclusive process operates through a variety of platforms, including the Campus Improvement Committee (CIC), the Campus Needs Assessment Committee, the Campus Emergency Planning Team, Student Leadership groups, Professional Learning Communities (PLCs), faculty meetings, and regular professional development sessions. An open-door administrative policy ensures concerns and innovations are heard throughout the year.

CMSSA continues to prioritize student well-being and academic growth. Health and fitness initiatives, informed by data from the CDC's School Health Index and monitored through the School Health Advisory Council (SHAC), focus on promoting physical activity, wellness, and lifelong healthy habits as mandated by Section 28.002(l) of the Texas Education Code. These efforts complement our commitment to the whole child and to building a safe, supportive learning environment.

A key pillar of the campus mission is preparing students for success in a 21st-century workforce through STEAM education. Students engage in hands-on, interdisciplinary projects that incorporate Science, Technology, Engineering, Arts, and Mathematics to foster real-world problem-solving skills. Writing across all content areas remains a major instructional focus, with strategies such as quick writes, journal reflections, research writing, and real-world application exercises embedded into daily instruction to strengthen communication skills critical for future success.

The Response to Intervention (RTI) process at CMSSA is a cornerstone of our academic support system. Every nine weeks, teachers, interventionists, counselors, and administrators analyze student assessment data to identify learning gaps and provide targeted interventions. These supports are especially crucial for our Emergent Bilingual (EB) and Special Education populations. Ongoing interventions, including after-school tutoring, master teacher supports, intersession programs, and personalized learning plans, have strengthened our approach under new requirements from House Bill 1416 for accelerated instruction.

CMSSA's strong sense of community is evident in student and staff feedback. Surveys and discussions consistently show that students feel safe, engaged, and connected to the school community. Staff members report high levels of support in areas of classroom management, professional development, and daily instructional practices. The campus prioritizes mentorship for new and early-career teachers, contributing to teacher retention and professional growth. Initiatives like monthly staff recognitions, wellness activities, and collaborative planning time reinforce a culture of respect, support, and shared leadership.

Students at CMSSA are deeply engaged in both academic and extracurricular opportunities. Winning the UIL District Championship highlights the strength of student performance beyond the classroom and reflects the academic rigor and school spirit cultivated at CMSSA. Attendance, discipline, and achievement data are closely monitored for trends across subgroups, ensuring equitable supports and targeted interventions when necessary.

Parent and community engagement remains a strong priority. Families and community members describe CMSSA as welcoming and inclusive, with frequent opportunities for involvement through Parent University workshops, academic nights, PTO events, and community partnership activities. Communication with families is multilingual

and multi-platform, ensuring access to critical information about student progress, academic programs, and campus initiatives. Outreach efforts specifically target barriers to family involvement to ensure an inclusive, supportive partnership.

Efforts to maintain a safe learning environment are ongoing, with specific strategies in place to address bullying, behavioral challenges, and conflict resolution. Stakeholders collaborate annually in the development and refinement of the school's vision, mission, and goals, always focused on ensuring high expectations, student success, and a nurturing learning environment.

Through these robust systems and continuous improvement efforts, Canutillo Middle School STEAM Academy remains dedicated to providing every student with a dynamic, rigorous, and supportive educational experience, preparing them to excel both academically and as leaders in an increasingly complex world.

Dyslexia (N/A) - %

Gifted and Talented (N/A) - %

Section 504 (N/A) - %

Special Education (SPED) (N/A) - %

Emergent Bilingual (EB) (N/A) - %

English as a Second Language (ESL) (N/A) - %

Schoolwide Program (N/A) - %

Strengths

- **Expanded College and Career Awareness:** Increased meetings provided by campus counselors, Career and Technology Education (CTE) staff, high school representatives, and the Parent Liaison have significantly enhanced student and parent access to information regarding high school endorsements, dual credit opportunities, and career pathways. This proactive communication fosters informed decision-making about students' college and career readiness starting at the middle school level, aligning with the district's emphasis on early post-secondary planning.
- **Common PLC Planning Time:** The consistent use of common planning periods for Professional Learning Communities (PLCs) across departments promotes both intra- and interdepartmental collaboration. This structure strengthens professional development, encourages the sharing of best practices, and ensures curriculum alignment, resulting in more cohesive and effective instruction across all grade levels and content areas.
- **Technology Integration and Access:** The availability of 1-to-1 MacBook devices, district-provided hotspots, and full access to the Google Suite has greatly enriched the learning environment. These resources support higher student engagement, facilitate blended learning models, and ensure equitable access to instructional technology for all students, helping to bridge the digital divide.
- **Specialized Programs and Program Diversity:** The presence of diverse specialized programs such as Career and College Explorations, Principles of Business, Marketing, and Finance, the Amazon Future Engineer Program, and Robotics provides students with a broad range of academic and career-oriented learning experiences. These programs promote student engagement, expose students to future-ready skills, and support the district's mission of preparing students for college and careers.
- **Growth of the STEAM Program:** The expansion of the STEAM program, including the adoption of the Paxton Patterson 13-module lab program and additional high school credit opportunity courses, reflects a

commitment to providing rigorous, hands-on learning. These programs promote critical thinking, innovation, and collaboration, ensuring that students are prepared for real-world applications of their knowledge.

- **Project and Problem-Based Learning:** The integration of Project-Based and Problem-Based Learning (PBL) across core content areas has strengthened student understanding of academic concepts while building essential skills such as collaboration, critical thinking, creativity, and effective communication. PBL provides authentic, engaging learning experiences that connect classroom instruction to real-world challenges.
- **Effective Response to Intervention (RtI) Program:** CMSSA's RtI program has demonstrated strong results, particularly among Limited English Proficiency (LEP) students. Regular review cycles, personalized intervention plans, and tiered supports have proven effective in closing learning gaps, demonstrating the school's commitment to equity and academic success for all learners.
- **Vibrant Campus Organizations and Activities:** Continuous involvement of students in diverse campus organizations and extracurricular activities contributes to holistic development. Participation fosters leadership, teamwork, and personal growth, while also building school spirit and a sense of belonging.
- **Strong Parent and Community Engagement:** The active involvement of the Parent-Teacher Organization (PTO), the Campus Parent Liaison, and the Campus Wellness Club significantly strengthens school-community relationships. Their contributions promote a supportive school culture focused on student success, wellness, and engagement.
- **Technology Trainings and Data-Driven Practices:** Ongoing technology trainings for teachers, students, and parents ensure effective use of digital tools in instruction and communication. Additionally, the school's emphasis on a wide range of assessments supports a data-driven culture where student progress is monitored regularly to inform targeted instructional practices.
- **Comprehensive Health and Wellness Initiatives:** The School Health Advisory Committee (SHAC), in collaboration with the wellness team, and the structured physical education and health curriculum, ensures that students participate in vigorous physical activities regularly. These initiatives support the physical well-being of students, contributing to improved focus, behavior, and academic achievement.

Need #1: Increased Resources and Personnel: The projected increase in student enrollment, particularly among special populations such as English Learners (ELs), Special Education (SPED) students, and Section 504 students, highlights the urgent need for additional instructional personnel, interventionists, and support staff to adequately address diverse academic and social-emotional needs.

Need #2: Strengthened Stakeholder Involvement in Decision-Making: Ongoing involvement of staff, community members, district leaders, and students in decision-making processes must continue to be emphasized. Strengthening these collaborative structures ensures alignment with evolving demographic trends and promotes a culture of transparency, shared ownership, and inclusivity in campus initiatives and programs.

Need #3: Continuous Evaluation and Refinement of Programs and Instructional Practices: There is a critical need for regular evaluation and strategic refinement of instructional practices, interventions, and specialized programs to ensure they are effectively meeting the emerging needs of students. This process supports continuous academic improvement and program growth across all areas.

Need #4: Expansion of Targeted Interventions for Special Populations: As special populations continue to grow, expanding targeted interventions—especially for students served through RtI, EL programs, Special Education, and 504 services—is necessary to close learning gaps, improve achievement outcomes, and ensure equitable access to rigorous learning opportunities.

Need #5: Enhanced Professional Development Focused on Emerging Trends and Best Practices: To support instructional excellence and adapt to changing student needs, there is a need for ongoing professional development focused on best practices in STEAM education, inclusive instructional strategies, technology integration, social-emotional learning, and data-driven instruction.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	The physical fitness levels of students at Canutillo Middle School are below the desired standards, impacting their overall health and academic performance.	There is a lack of structured, research-based physical activity programs and insufficient integration of health assessments such as the School Health Index created by the CDC into the curriculum.
2 ★	Despite the implementation of various STEAM initiatives, Canutillo Middle School students struggle with applying their learning to real-world contexts effectively.	There is an inconsistency in the depth and application of project and problem-based learning across different content areas, leading to gaps in students' critical thinking and problem-solving skills.
3 ★	The Rtl program at Canutillo Middle School, while effective for some, is not adequately addressing the diverse needs of the entire student population, particularly those in special education and 504 plans.	Limited resources and insufficient differentiation in intervention strategies are hindering the program's ability to meet the specific needs of SPED and 504 students.
4 ★	Canutillo Middle School faces challenges in ensuring equitable access to college and career readiness information for all students, particularly those from economically disadvantaged backgrounds.	Inconsistent communication and engagement with parents and students about available resources and opportunities for college and career pathways, coupled with socioeconomic barriers, are preventing comprehensive student preparedness.

★ = Priority

Perceptions

Summary

At Canutillo Middle School STEAM Academy (CMSSA), students, staff, and families describe the campus culture as supportive, innovative, and inclusive, fostering a strong sense of belonging and academic motivation. The environment is built upon the belief that every student can achieve success through rigor, relationships, and relevance. Students report feeling challenged through hands-on, project-based STEAM learning experiences, which increase their engagement and promote critical thinking and collaboration. Many students express that they are excited to attend school daily, knowing they will be supported both academically and socially.

Teachers at CMSSA consistently feel valued and supported by the administration and their colleagues. Professional collaboration is prioritized through structured PLCs, professional development opportunities, and mentoring programs for new and early-career teachers. The supportive campus culture contributes to a low teacher turnover rate and high levels of professional satisfaction. Staff are empowered to innovate, collaborate, and lead initiatives that enhance instructional practices and student outcomes.

The school community highly values safety, fairness, and emotional well-being. Surveys and stakeholder feedback show that both students and staff feel safe on campus and trust that discipline policies are enforced consistently and equitably. Clear behavioral expectations, restorative practices, and strong administrative support contribute to maintaining a positive and respectful school climate. Conflict resolution programs and proactive behavior supports have also helped reduce incidents of bullying and promote peer respect.

Parents and community members describe CMSSA as a welcoming and accessible school that fosters strong school-home partnerships. The Parent Teacher Organization (PTO), Parent Liaison initiatives, and Campus Wellness Club offer multiple opportunities for parent involvement. The school's community partnerships with local businesses, higher education institutions, and non-profit organizations strengthen resources available to students and expand their learning opportunities, particularly in STEAM fields.

Communication with families is a major strength of CMSSA. School updates are regularly shared through multiple channels, including email, phone messages, newsletters, social media, and face-to-face meetings. The school places a strong emphasis on ensuring information is accessible to non-English speaking families, fostering inclusivity and full participation from all demographics. Parents consistently report that they feel informed about their child's progress, school events, and academic expectations.

Attendance, behavior, and achievement data are regularly monitored and analyzed to identify and address disparities among student groups. Targeted interventions are implemented when needed to ensure that all students have equitable access to opportunities for success. The school's proactive approach has contributed to maintaining strong attendance rates, reducing discipline referrals, and ensuring a low dropout rate.

The community actively supports CMSSA's mission and vision, which emphasize a safe, innovative, and academically rigorous learning environment. Stakeholders are involved in the ongoing refinement of the school's goals and strategies through participation in the Campus Improvement Committee (CIC), advisory meetings, and parent forums. The consistent engagement of students, staff, and families strengthens the shared commitment to academic excellence and student achievement.

Overall, Canutillo Middle School STEAM Academy is perceived as a thriving, dynamic institution where strong relationships, high expectations, and a commitment to equity drive continuous improvement and future success.

for all members of the school community.

Strengths

- **Active Student Engagement:** Students at Canutillo Middle School STEAM Academy are actively involved in academic UIL competitions, Student Council (STUCO), and the National Junior Honor Society (NJHS), demonstrating a strong culture of leadership, participation, and pride in academic and service-based activities. This engagement supports a positive school climate and builds essential leadership skills.
- **Comprehensive Professional Development:** The school's wide range of professional learning opportunities, including coaching cycles, workshops, and collaborative PLCs, ensures that teachers continually refine their instructional practices. This sustained investment in teacher growth strengthens instructional quality and directly impacts student achievement.
- **Clear Roles and Responsibilities:** Staff members at CMSSA have clearly defined roles and expectations, which fosters organizational efficiency, accountability, and teamwork. When responsibilities are transparent, collaboration becomes more effective, and campus initiatives are implemented with greater consistency and success.
- **Data-Driven Instruction:** Teachers use data from formative assessments, common assessments, and benchmark testing to guide lesson planning and targeted interventions. This commitment to using student data to inform instruction ensures that teaching is responsive to student needs and focused on closing achievement gaps.
- **Equity and Inclusivity:** There is a strong campus-wide commitment to equity, providing targeted support for at-risk students and ensuring that all students, regardless of background, have access to a rigorous, well-rounded curriculum. This belief system promotes an inclusive environment where every student can succeed academically and socially.
- **Supportive Systems for Teachers:** New and struggling teachers benefit from structured mentorship programs and targeted professional development opportunities. These support systems help build teacher capacity, reduce turnover, and ensure instructional consistency across the campus. SIBME platform, spearheaded by Mr. Judge, using the ARISE cycle to coach new teachers.
- **Strong Parent and Community Involvement:** The active participation of the Parent Teacher Organization (PTO), Campus Parent Liaison initiatives, and the Campus Wellness Club fosters a collaborative and supportive environment that connects school, home, and community efforts to enhance student success.
- **Comprehensive Curriculum Offerings:** The school's curriculum includes a rich variety of programs such as STEAM modules, Career and Technical Education (CTE) exploration courses, and blended learning opportunities, preparing students for high school success, career pathways, and post-secondary readiness.
- **Focused Improvement Planning:** The school's approach to improvement planning involves identifying root causes of performance gaps through data analysis and stakeholder engagement. This thorough, inclusive process ensures that campus improvement efforts are strategic, transparent, and actionable.
- **Positive School Culture:** Effective classroom management practices, fair discipline procedures, and a strong emphasis on social-emotional learning contribute to a positive school environment where students feel safe, respected, and motivated to learn.
- **Commitment to Safety:** CMSSA's comprehensive safety plan includes regular assessments, updated

procedures, and proactive safety drills, ensuring that both students and staff feel secure on campus. Safety measures are continually reviewed and strengthened based on data and stakeholder feedback.

Need #1: Continuous Professional Development in STEAM and Technology Integration

There is a need for ongoing professional development opportunities for teachers to enhance their instructional skills in STEAM education, project-based learning, and the effective integration of technology into classroom practices.

Need #2: Adequate Funding and Resources for STEAM Curriculum Implementation

Additional funding and resources are needed to fully support the implementation of a comprehensive STEAM curriculum, including access to updated technology, equipment, instructional materials, and hands-on learning tools.

Need #3: Equity and Inclusion in STEAM Education

Targeted strategies are necessary to ensure equity and inclusion within STEAM programming by addressing barriers to access and providing additional supports for historically underrepresented student populations in STEAM fields.

Need #4: Development of Comprehensive Assessment Strategies

There is a need to develop and implement robust assessment strategies to accurately measure student learning outcomes and evaluate the effectiveness of STEAM instructional practices and interventions.

Need #5: Strengthened Parent and Community Engagement in STEAM Initiatives

Efforts must be increased to actively engage parents, community members, and business partners in supporting STEAM education initiatives, creating partnerships that expand student learning opportunities and real-world connections.


Need #6: Programs and Resources for Post-Secondary Preparation in STEAM Fields

The school needs to enhance the implementation of programs and resources focused on career exploration, guidance, and preparation for students pursuing post-secondary education and careers in STEAM-related fields.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Despite the positive perception of safety and inclusivity, some students at Canutillo Middle School STEAM Academy still experience challenges with feeling fully supported academically and emotionally.	There may be gaps in the implementation of support processes and resources for all students, particularly those who may not seek help proactively.
2 ★	The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.	Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.
3 ★	Although professional development opportunities are comprehensive, some teachers still feel insufficiently supported in handling student discipline and classroom management.	There may be a lack of targeted training and ongoing support specifically focused on effective discipline strategies and classroom management techniques.
4 ★	While the school maintains a low drop-out rate, there are still disparities in attendance and academic performance among different student subgroups.	Inequities in resources, support, and targeted interventions for at-risk and diverse student populations could be contributing to these disparities.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The current number of students enrolled at CMSSA who have to meet the requirements of HB1416 does not allow for high-quality responses to intervention throughout the day.

The demands of HB1416 requirements and the increased student population and traditional bell schedule.

2
★

The lack of training for teachers in addressing students' new social and emotional issues emphasizes the need for additional support staff.

CISD does not provide an SEL curriculum for teachers to follow, nor is there sufficient training to support the whole child if asked to do so by the teacher of record.

3
★

Transitioning students require additional support in foundational areas to facilitate their adaptation to new grade-level requirements.

The root cause of the need for additional support for transitioning students lies in the gaps in their foundational knowledge and skills. As students move from one grade level to the next, the curriculum and academic expectations become more complex. If students have not fully mastered the essential concepts and skills from their previous grade, they will struggle to keep up with the new material.

4
★

SPED, EB, 504, At-Risk, and Migrant populations struggle with STAAR exams and common and state assessments.

Lack of targeted support programs, campus personnel such as tutors, aides, and instructional resources for those subgroups. These populations often face a combination of factors such as learning disabilities, language barriers, socio-economic disadvantages, and frequent disruptions in their education due to mobility.

5
★

Due to low attendance, academics and STAAR testing performance in all core and elective classes has decreased.

Frequent absences disrupt the continuity of learning, leading to gaps in knowledge and skills that are crucial for academic success. When students miss significant instructional time, they are less likely to grasp key concepts and keep up with the curriculum, resulting in lower performance on assessments.

6
★

The current wifi, equipment, and technology infrastructure for teachers and students does not meet the requirements for effective instruction and reliable assessment.

Outdated technology, insufficient funding, and lack of strategic planning. Outdated hardware and software can limit the ability to access and utilize modern educational tools and resources effectively. Insufficient funding may result in the inability to upgrade and maintain necessary technological infrastructure.

7
★

The lack of supplies and resources creates significant barriers to providing equitable and effective instruction for all learners.

The growing demand for modern educational tools and technology can outpace the available budget, leaving schools struggling to keep up with the latest instructional needs.

8
★

The physical fitness levels of students at Canutillo Middle School are below the desired standards, impacting their overall health and academic performance.

There is a lack of structured, research-based physical activity programs and insufficient integration of health assessments such as the School Health Index created by the CDC into the curriculum.

9
★

The Rtl program at Canutillo Middle School, while effective for some, is not adequately addressing the diverse needs of the entire student population, particularly those in special education and 504 plans.

Limited resources and insufficient differentiation in intervention strategies are hindering the program's ability to meet the specific needs of SPED and 504 students.

10
★

Despite the implementation of various STEAM initiatives, Canutillo Middle School students struggle with applying their learning to real-world contexts effectively.

There is an inconsistency in the depth and application of project and problem-based learning across different content areas, leading to gaps in students' critical thinking and problem-solving skills.

11
★

Canutillo Middle School faces challenges in ensuring equitable access to college and career readiness information for all students, particularly those from economically disadvantaged backgrounds.

Inconsistent communication and engagement with parents and students about available resources and opportunities for college and career pathways, coupled with socioeconomic barriers, are preventing comprehensive student preparedness.

12
★

Despite the positive perception of safety and inclusivity, some students at Canutillo Middle School STEAM Academy still experience challenges with feeling fully supported academically and emotionally.

There may be gaps in the implementation of support processes and resources for all students, particularly those who may not seek help proactively.

13
★

The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.

Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.

14
★

Although professional development opportunities are comprehensive, some teachers still feel insufficiently supported in handling student discipline and classroom management.

There may be a lack of targeted training and ongoing support specifically focused on effective discipline strategies and classroom management techniques.

15
★

While the school maintains a low drop-out rate, there are still disparities in attendance and academic performance among different student subgroups.

Inequities in resources, support, and targeted interventions for at-risk and diverse student populations could be contributing to these disparities.

★ = Priority



Goals

Goal 1

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

Performance Objective 1 High Priority

During the school year, students will achieve Meets or Master's Reading scores for grades 6-8 STAAR and will improve by 5%. Additionally, students will achieve Meets or Master's in Math for grades 6-8 STAAR and Algebra 1 EOC, and will also improve by 5%.

Evaluation Data Source: STAAR, TELPAS results, Common Assessment, STAAR Ready

Summative Evaluation: No progress made toward meeting Performance Objective

Next Year's Recommendation: Earlier tutoring and identification for students who need extra support in Reading

Strategy 1

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.

Strategy's Expected Result/Impact: 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...

Staff Responsible for Monitoring: Principal, Assistant Principal, Department Heads, Teachers

Problem Statements: Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 2

All CMSSA students will have the chance to participate in before and after-school tutorials in every subject area. Tutoring will also be available during intersession according to the CISD calendar.

Strategy's Expected Result/Impact: Measure student academic growth. evaluate every 3 wks. Counselors meet with students every 6 weeks.

Staff Responsible for Monitoring: All Core teachers, instructional Coach, counselors

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 3

CMSSA will offer struggling and non-struggling students the chance to improve their math, reading, and writing fluency through web-based learning platforms, with the goal of achieving Meets and Masters's Level for the academic year. That also provides HQIM according to TEA.

Strategy's Expected Result/Impact: Measure student academic growth, which will be evaluated every 3 weeks.

Teachers will also use common assessments, tests, and quizzes to analyze student growth.

Staff Responsible for Monitoring: All Core teachers, instructional Coach

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 3

Funding Sources: Notable Inc.- Kami 185-State Compensatory Education, \$472.5, Quizizz.com 185-State Compensatory Education, \$4,800

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The current number of students enrolled at CMSSA who have to meet the requirements of HB1416 does not allow for high-quality responses to intervention throughout the day.

The demands of HB1416 requirements and the increased student population and traditional bell schedule.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 SPED, EB, 504, At-Risk, and Migrant populations struggle with STAAR exams and common and state assessments.	Lack of targeted support programs, campus personnel such as tutors, aides, and instructional resources for those subgroups. These populations often face a combination of factors such as learning disabilities, language barriers, socio-economic disadvantages, and frequent disruptions in their education due to mobility.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 The Rtl program at Canutillo Middle School, while effective for some, is not adequately addressing the diverse needs of the entire student population, particularly those in special education and 504 plans.	Limited resources and insufficient differentiation in intervention strategies are hindering the program's ability to meet the specific needs of SPED and 504 students.

Performance Objective 2 High Priority

During the 2025-2026 school year, CMS will provide training, instructional support, and tutors to assist Migrant/migratory, Economically Disadvantaged, English Learners (ELs), SPED, At-Risk, and 504 students in Closing the Gap Performance by 5%. There will be 3% increase in progress measures for EB and SPED students. EBs will improve their rating by 3% in speaking, listening, and writing (TELPAS).

Evaluation Data Source: Interim Testing

Common Assessments
STAAR results
TAPR results
Summit 12
On Data Suite

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Sooner identification of those sub pops and the academic assistance needed before, after

Strategy 1

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.

Strategy's Expected Result/Impact: BOY Assessment, and monitoring monthly in order to reduce the amount of students attending Intersession, summer school and State Assessment retakes.

Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, Counselors

Problem Statements: Demographics 3 - Student Learning 1

TEA Priorities: Build a foundation of reading and math


ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress
November

Some Progress
January

Moderate Progress
March

 Continue/Modify

June

Strategy 2

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.

Strategy's Expected Result/Impact: Increase teacher's pedagogy and student performance

Staff Responsible for Monitoring: Principal
Assistant Principals

Problem Statements: Demographics 1, 3 - Student Learning 4

Funding Sources: Amazon-Math(2) 185-State Compensatory Education, \$814.35, Amazon-AsstSupplies 185-State Compensatory Education, \$1,201.32, Amazon-Social Studies (2) 185-State Compensatory Education, \$1,115.3, Amazon-Math (3) 185-State Compensatory Education, \$363.05, Amazon-Social Studies 185-State Compensatory Education, \$944.32

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction


Formative Reviews

Some Progress
November

Some Progress
January

No Progress

March

 Continue/Modify

June

Strategy 3

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.

Strategy's Expected Result/Impact: Increase student performance through preparation.

Staff Responsible for Monitoring: Principal, Sped Teachers,
Diagnosticians, AP's

Problem Statements: Demographics 2 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 4

CMSSA will have an RTI committee and class focus for newcomers 1-3 years in the US for students in language acquisition. Language acquisition will be initiated every other day after school.

Strategy's Expected Result/Impact: Students will develop a better understanding of the English language.

Staff Responsible for Monitoring: ELAR RTI Teacher, IC, RTI Committee members

Problem Statements: Demographics 3 - School Processes & Programs 2, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 5

CMSSA will have an RTI focus on Emergent bilingual students that have been coded EB 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.

Strategy's Expected Result/Impact: Increase on acquiring second language for our ELL students

Staff Responsible for Monitoring: RTI Teacher, RTI committee, LPAC committee

Problem Statements: Demographics 3 - Student Learning 1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 6

EB students who are performing below state standard levels in Math (43%) or Reading (23%), as well as At-Risk and Gifted and Talented students, will be placed in the Mentoring Minds RTI class for 35 minutes daily.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: RTI Teacher, RTI committee, LPAC committee

Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January



Discontinue

March



Discontinue

June

Strategy 7

CMSSA will provide At Risk and EL students the necessary resources and technology to increase their listening, speaking and writing skills. Students will need a MacBook or Chromebook to access academic web base materials such as reading plus, STEM Scopes, No Red Ink, Summit K-12, and I- Ready and more, which will provide learning interventions for all students.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Administration and Librarian

Problem Statements: Student Learning 3, 4

Funding Sources: Dell MArketing- Chromebooks 185-State Compensatory Education, \$9,284.1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

No Progress

January

Some Progress

March



Continue/Modify

June

Strategy 8

Canutillo MS STEAM Academy, is committed to increase science student achievement Meets from 53% to 60% and Mastery from 31% to 40%. While also focusing on the needs of EL and SPED students.

Strategy's Expected Result/Impact: Learning science takes exploration. Mastering TEKS takes practice. The Summit K12 Science Mastery and STAAR Review Program, which includes Concept Boosters and Vocabulary Boosters for Science, provides interactive video lessons and tutorials developed to the Science TEKS.

Staff Responsible for Monitoring: IC
Department Head
Administration
Science Teachers.

Problem Statements: Demographics 1 - Student Learning 1

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The current number of students enrolled at CMSSA who have to meet the requirements of HB1416 does not allow for high-quality responses to intervention throughout the day.	The demands of HB1416 requirements and the increased student population and traditional bell schedule.
2 The lack of training for teachers in addressing students' new social and emotional issues emphasizes the need for additional support staff.	CISD does not provide an SEL curriculum for teachers to follow, nor is there sufficient training to support the whole child if asked to do so by the teacher of record.

3

Transitioning students require additional support in foundational areas to facilitate their adaptation to new grade-level requirements.

The root cause of the need for additional support for transitioning students lies in the gaps in their foundational knowledge and skills. As students move from one grade level to the next, the curriculum and academic expectations become more complex. If students have not fully mastered the essential concepts and skills from their previous grade, they will struggle to keep up with the new material.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

SPED, EB, 504, At-Risk, and Migrant populations struggle with STAAR exams and common and state assessments.

Lack of targeted support programs, campus personnel such as tutors, aides, and instructional resources for those subgroups. These populations often face a combination of factors such as learning disabilities, language barriers, socio-economic disadvantages, and frequent disruptions in their education due to mobility.

3

The current wifi, equipment, and technology infrastructure for teachers and students does not meet the requirements for effective instruction and reliable assessment.

Outdated technology, insufficient funding, and lack of strategic planning. Outdated hardware and software can limit the ability to access and utilize modern educational tools and resources effectively. Insufficient funding may result in the inability to upgrade and maintain necessary technological infrastructure.

4

The lack of supplies and resources creates significant barriers to providing equitable and effective instruction for all learners.

The growing demand for modern educational tools and technology can outpace the available budget, leaving schools struggling to keep up with the latest instructional needs.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Despite the implementation of various STEAM initiatives, Canutillo Middle School students struggle with applying their learning to real-world contexts effectively.

There is an inconsistency in the depth and application of project and problem-based learning across different content areas, leading to gaps in students' critical thinking and problem-solving skills.

3

The RtI program at Canutillo Middle School, while effective for some, is not adequately addressing the diverse needs of the entire student population, particularly those in special education and 504 plans.

Limited resources and insufficient differentiation in intervention strategies are hindering the program's ability to meet the specific needs of SPED and 504 students.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Despite the positive perception of safety and inclusivity, some students at Canutillo Middle School STEAM Academy still experience challenges with feeling fully supported academically and emotionally.

There may be gaps in the implementation of support processes and resources for all students, particularly those who may not seek help proactively.

Performance Objective 3

During the 25-26 school year, CMS staff and the Instructional Coach will work to exit the Targeted Support area by monitoring 100% of students identified as needing Response to Intervention (RTI) and conducting follow-up meetings every 6 weeks to ensure student academic success.

Evaluation Data Source: Scheduled RTI meetings throughout the year

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: As there was progress, without IC accountability was not always there and consistent review of data was lacking.

Strategy 1

Review current data with RTI Team to develop a comprehensive plan for students who are identified as high achieving per any tested subjects and/or STAAR tests.

Strategy's Expected Result/Impact: Increase student performance will use PBLs to help move students from Meets to Mastery levels or stay in Mastery level.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Instructional Coach, and RTI team.

Problem Statements: School Processes & Programs 2, 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategy 2

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.

Strategy's Expected Result/Impact: High quality engagement with students.

Staff Responsible for Monitoring: Principal
Teachers
Parents

Problem Statements: Demographics 1 - Student Learning 1, 4 - School Processes & Programs 2 - Perceptions 4

Funding Sources: Title 1 personnel- Instructional Coach, library aide & parent liaison 211-Title I-Part A, \$164,917, Tutoring-transportation 185-State Compensatory Education, \$5,284, Tutoring 185-State Compensatory Education, \$8,232, SCE personnel- At-Risk teacher 185-State Compensatory Education, \$32,221.8

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

No Progress

January

Some Progress

March



Continue/Modify

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

The current number of students enrolled at CMSSA who have to meet the requirements of HB1416 does not allow for high-quality responses to intervention throughout the day.

The demands of HB1416 requirements and the increased student population and traditional bell schedule.

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	SPED, EB, 504, At-Risk, and Migrant populations struggle with STAAR exams and common and state assessments.	Lack of targeted support programs, campus personnel such as tutors, aides, and instructional resources for those subgroups. These populations often face a combination of factors such as learning disabilities, language barriers, socio-economic disadvantages, and frequent disruptions in their education due to mobility.
4	The lack of supplies and resources creates significant barriers to providing equitable and effective instruction for all learners.	The growing demand for modern educational tools and technology can outpace the available budget, leaving schools struggling to keep up with the latest instructional needs.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Despite the implementation of various STEAM initiatives, Canutillo Middle School students struggle with applying their learning to real-world contexts effectively.	There is an inconsistency in the depth and application of project and problem-based learning across different content areas, leading to gaps in students' critical thinking and problem-solving skills.
4	Canutillo Middle School faces challenges in ensuring equitable access to college and career readiness information for all students, particularly those from economically disadvantaged backgrounds.	Inconsistent communication and engagement with parents and students about available resources and opportunities for college and career pathways, coupled with socioeconomic barriers, are preventing comprehensive student preparedness.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	While the school maintains a low drop-out rate, there are still disparities in attendance and academic performance among different student subgroups.	Inequities in resources, support, and targeted interventions for at-risk and diverse student populations could be contributing to these disparities.

Performance Objective 4

During the school year, all CMS students will engage in a campus-wide college/career awareness and Military Ready (CCMR) activities to promote interest in post-secondary education (STEAM Fair) in Spring 2026.

Evaluation Data Source: Parent Sign in sheets/ Schedules &/or flyers of college/career activities

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: STEAM fair was not included this year as expectations were not discussed throughout the year.

Strategy 1

Provide Presentations and Training's that will provide students with opportunities to acquire knowledge on different community colleges, universities, trade schools and careers.

Strategy's Expected Result/Impact: Will prepare our students for the future.

Staff Responsible for Monitoring: Counselors, Instructional coach, Teachers

Problem Statements: School Processes & Programs 4 - Perceptions 2


TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress
November

Some Progress
January

Some Progress
March

 Continue/Modify

June

Strategy 2

Parent Advisory Committees will be established to focus on SEL, bullying prevention, and college/career readiness. Parents will be invited to take leadership roles in organizing events, leading discussions, and advocating for these areas.

Strategy's Expected Result/Impact: Will prepare our students for the future.

Staff Responsible for Monitoring: Counselors, Instructional coach, Teachers

Problem Statements: Demographics 2 - School Processes & Programs 2, 4 - Perceptions 1, 4


ESF Levers: Lever 3: Positive School Culture

Formative Reviews

No Progress
November

Some Progress
January

Moderate Progress
March

 Continue/Modify

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

The lack of training for teachers in addressing students' new social and emotional issues emphasizes the need for additional support staff.

CISD does not provide an SEL curriculum for teachers to follow, nor is there sufficient training to support the whole child if asked to do so by the teacher of record.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Despite the implementation of various STEAM initiatives, Canutillo Middle School students struggle with applying their learning to real-world contexts effectively.

There is an inconsistency in the depth and application of project and problem-based learning across different content areas, leading to gaps in students' critical thinking and problem-solving skills.

4

Canutillo Middle School faces challenges in ensuring equitable access to college and career readiness information for all students, particularly those from economically disadvantaged backgrounds.

Inconsistent communication and engagement with parents and students about available resources and opportunities for college and career pathways, coupled with socioeconomic barriers, are preventing comprehensive student preparedness.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Despite the positive perception of safety and inclusivity, some students at Canutillo Middle School STEAM Academy still experience challenges with feeling fully supported academically and emotionally.

There may be gaps in the implementation of support processes and resources for all students, particularly those who may not seek help proactively.

2

The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.

Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.

4

While the school maintains a low drop-out rate, there are still disparities in attendance and academic performance among different student subgroups.

Inequities in resources, support, and targeted interventions for at-risk and diverse student populations could be contributing to these disparities.

Performance Objective 5

During 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.

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

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Items were met but not with fidelity and consistency. Streamline trainings and processes is needed for 2026-27

Strategy 1

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.

Strategy's Expected Result/Impact: This process will help ensure that the CMS is prepared for any emergency. Signage sheets, SEL Training, Counselor feedback and communication.

Staff Responsible for Monitoring: Principal
Assistant Principal
CISD PD
Signage sheets
SEL Training

Problem Statements: Perceptions 1, 2, 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

The school utilizes technology for proactive security measures such as updating and monitoring surveillance systems, access control, emergency application, and anonymous alerts. Students are monitored for intervention in bullying, fights, or altercations.

Strategy's Expected Result/Impact: Limit discipline issues within the school,

Staff Responsible for Monitoring: Principal
Assistant Principal
CISD PD
Signage sheets
SEL Training

Problem Statements: Perceptions 1, 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 3

The PBIS/MTSS team will implement the PBIS model, including monthly meetings to conduct needs assessments, analyze data, and identify and target campus needs through evidence-based practices. Which will also result in the necessary training opportunities to help students.

Strategy's Expected Result/Impact: Increase a positive culture.

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1, 3 - School Processes & Programs 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 4

CMSSA will hold a minimum of 3 "No Place For Hate" activities.

Strategy's Expected Result/Impact: To promote and improve awareness and tolerance in support of anti-bullying and acceptance of a diverse population.

Problem Statements: Perceptions 1, 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

January

Some Progress

March



Continue/Modify

June

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 The current number of students enrolled at CMSSA who have to meet the requirements of HB1416 does not allow for high-quality responses to intervention throughout the day.	The demands of HB1416 requirements and the increased student population and traditional bell schedule.
3 Transitioning students require additional support in foundational areas to facilitate their adaptation to new grade-level requirements.	The root cause of the need for additional support for transitioning students lies in the gaps in their foundational knowledge and skills. As students move from one grade level to the next, the curriculum and academic expectations become more complex. If students have not fully mastered the essential concepts and skills from their previous grade, they will struggle to keep up with the new material.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 The Rtl program at Canutillo Middle School, while effective for some, is not adequately addressing the diverse needs of the entire student population, particularly those in special education and 504 plans.	Limited resources and insufficient differentiation in intervention strategies are hindering the program's ability to meet the specific needs of SPED and 504 students.

Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Despite the positive perception of safety and inclusivity, some students at Canutillo Middle School STEAM Academy still experience challenges with feeling fully supported academically and emotionally.	There may be gaps in the implementation of support processes and resources for all students, particularly those who may not seek help proactively.
2 The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.	Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.

3

Although professional development opportunities are comprehensive, some teachers still feel insufficiently supported in handling student discipline and classroom management.

There may be a lack of targeted training and ongoing support specifically focused on effective discipline strategies and classroom management techniques.

Performance Objective 6  **High Priority**

During the school year, CMS will improve student attendance rate from 95% to 96.6% for the school year.

Evaluation Data Source: Campus wide.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: More incentives for attendance on a smaller time frame to ensure progress.

Strategy 1

Create a Positive School Environment: Cultivate a Positive School Culture: Foster a welcoming, inclusive, and supportive school environment where students feel valued and safe. Implement reward systems or recognition programs for students with excellent attendance records.

Strategy's Expected Result/Impact: Campus Wide.

Problem Statements: Perceptions 1, 2, 3

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 2

Provide attendance support for all students including EB, Migrant, SPED and At-Risk : Use data to identify students with a history of attendance issues and offer targeted support. Mentoring Programs: Implement mentoring or peer support programs where older students mentor younger ones, creating a sense of belonging.

Strategy's Expected Result/Impact: Campus Wide

Problem Statements: Student Learning 2 - School Processes & Programs 4 - Perceptions 4

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 6 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Due to low attendance, academics and STAAR testing performance in all core and elective classes has decreased.

Frequent absences disrupt the continuity of learning, leading to gaps in knowledge and skills that are crucial for academic success. When students miss significant instructional time, they are less likely to grasp key concepts and keep up with the curriculum, resulting in lower performance on assessments.

Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Canutillo Middle School faces challenges in ensuring equitable access to college and career readiness information for all students, particularly those from economically disadvantaged backgrounds.

Inconsistent communication and engagement with parents and students about available resources and opportunities for college and career pathways, coupled with socioeconomic barriers, are preventing comprehensive student preparedness.

Performance Objective 6 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Despite the positive perception of safety and inclusivity, some students at Canutillo Middle School STEAM Academy still experience challenges with feeling fully supported academically and emotionally.

There may be gaps in the implementation of support processes and resources for all students, particularly those who may not seek help proactively.

2

The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.

Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.

3

Although professional development opportunities are comprehensive, some teachers still feel insufficiently supported in handling student discipline and classroom management.

There may be a lack of targeted training and ongoing support specifically focused on effective discipline strategies and classroom management techniques.

4

While the school maintains a low drop-out rate, there are still disparities in attendance and academic performance among different student subgroups.

Inequities in resources, support, and targeted interventions for at-risk and diverse student populations could be contributing to these disparities.

Performance Objective 7

During the 2025-26 school year, the physical education department will enhance instruction by implementing a variety of activities and having access to resources that not only increase moderate to vigorous physical activity minutes but also promote a healthy lifestyle and align with and reinforce core curriculum standards within the classroom. We will enhance student health and fitness levels by leveraging data from research-based assessments, including the School Health Index developed by the CDC.

Evaluation Data Source: Campus Wide, PE and Health

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: We will continue with requirements and implementation of healthy lifestyles and curriculum exposure.

Strategy 1

Implementation of the School Health Index: Conduct regular assessments using the CDC's School Health Index to evaluate current health and fitness practices and identify areas for improvement.
Fitness Testing: Administer standardized fitness tests (e.g., FitnessGram) to assess students' physical fitness levels at the beginning and end of each semester.

Strategy's Expected Result/Impact: Improved wellness

Staff Responsible for Monitoring: PE, Health Teachers

Problem Statements: School Processes & Programs 1

Formative Reviews



Strategy 2

Integrate health education into the curriculum, focusing on nutrition, physical activity, mental

health, and overall wellness. Incorporate health and fitness topics into STEAM projects, allowing students to explore the science and technology behind health and wellness.

Strategy's Expected Result/Impact: Improved wellness

Staff Responsible for Monitoring: PE, Health Teachers

Problem Statements: School Processes & Programs 1

Formative Reviews



Strategy 3

Students will participate in the Pacer Fitness Test, to determine students healthy lifestyle and future goals to obtain.

Staff Responsible for Monitoring: PE Teachers

Problem Statements: School Processes & Programs 1

Formative Reviews



Performance Objective 7 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
<p>1 The physical fitness levels of students at Canutillo Middle School are below the desired standards, impacting their overall health and academic performance.</p>	<p>There is a lack of structured, research-based physical activity programs and insufficient integration of health assessments such as the School Health Index created by the CDC into the curriculum.</p>

Performance Objective 8

In order to facilitate a smooth 6th-grade student transition from elementary to high school, CMS will hire staff, develop and host summer bridge camps during the summer, and increase participation by 5% each year.

Evaluation Data Source: Parent Survey, Parent Attendance

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Summer Bridge for incoming 6th graders occurred in May with their peers and will also take place in July before school starts.

Strategy 1

CMS admin and teachers will support and welcome all students on campus, particularly those transitioning to Middle School, by offering bridge camps and other summer leadership programs.

Problem Statements: Demographics 3

TEA Priorities: Improve low-performing schools

Formative Reviews



Performance Objective 8 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>3 Transitioning students require additional support in foundational areas to facilitate their adaptation to new grade-level requirements.</p>	<p>The root cause of the need for additional support for transitioning students lies in the gaps in their foundational knowledge and skills. As students move from one grade level to the next, the curriculum and academic expectations become more complex. If students have not fully mastered the essential concepts and skills from their previous grade, they will struggle to keep up with the new material.</p>

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

Performance Objective 1

During the academic school year, CMS and CISD will provide professional development for all campus employees in teaching and learning, using social-emotional skills, and providing customer service to all stakeholders.

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

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: District and Campus sent teachers and staff to trainings for SEL and customer service needs.

Strategy 1

Administration and teachers will participate in professional development across the state and nation to better support and understand students' learning needs, such as the CISD SEL Bowl. Additionally, teachers will have opportunities to discuss and share innovative practices, connections, and issues in education that benefit at-risk students and improve student outcomes.

Strategy's Expected Result/Impact: Increase student academic performance. Support SEL of students and their families.

Staff Responsible for Monitoring: Teacher and Administration

Problem Statements: Demographics 2

Funding Sources: GameSalad Education 185-State Compensatory Education, \$1,699, Dos Terra Limited- Sibme 185-State Compensatory Education, \$4,500

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

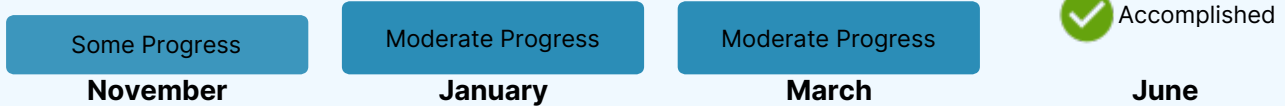
Mentorship and Coaching Programs: Implement a mentorship program for new teachers and an ongoing coaching program for all staff, focusing on the, Fundamental Five, Get Better Faster, SIBME, model to accelerate instructional growth. Admin will also encourage a culture of continuous improvement by providing regular, constructive feedback to staff and opportunities for self-reflection on instructional practices.

Strategy's Expected Result/Impact: Central office leadership and Campus Administration.

Problem Statements: Perceptions 1, 3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Strategy 3

Support for Advanced Degrees and Certifications: According to the Three passage and Four levels in the school leadership pipeline, requires a shift in skills time work and values. CMS will seek out opportunities for teachers to pursue advanced degrees or certifications, such as tuition reimbursement or professional development credits.

Strategy's Expected Result/Impact: Teachers will take on leadership roles on campus and pursue higher education.

Problem Statements: Demographics 2 - Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
2 The lack of training for teachers in addressing students' new social and emotional issues emphasizes the need for additional support staff.	CISD does not provide an SEL curriculum for teachers to follow, nor is there sufficient training to support the whole child if asked to do so by the teacher of record.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Despite the positive perception of safety and inclusivity, some students at Canutillo Middle School STEAM Academy still experience challenges with feeling fully supported academically and emotionally.	There may be gaps in the implementation of support processes and resources for all students, particularly those who may not seek help proactively.

3

Although professional development opportunities are comprehensive, some teachers still feel insufficiently supported in handling student discipline and classroom management.

There may be a lack of targeted training and ongoing support specifically focused on effective discipline strategies and classroom management techniques.

Performance Objective 2

During the academic school year, enhance the physical, emotional, and mental well-being of all staff members by providing a safe and supportive working environment.

Evaluation Data Source: Administration, Wellness Committee, SHAC, PTO and other stakeholders.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Will continue to have Wellness Committee for teachers and include our PTO. Will need another sponsor as one left campus.

Strategy 1

Develop a Staff Wellness Committee: Establish a wellness committee that regularly surveys staff on their well-being and develops initiatives to improve workplace health, such as fitness challenges, mindfulness sessions, and healthy eating programs.

Strategy's Expected Result/Impact: Campus engagement and excitement are needed to take care of their well-being.

Problem Statements: Demographics 2 - Perceptions 1, 2, 3

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

The lack of training for teachers in addressing students' new social and emotional issues emphasizes the need for additional support staff.

CISD does not provide an SEL curriculum for teachers to follow, nor is there sufficient training to support the whole child if asked to do so by the teacher of record.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Despite the positive perception of safety and inclusivity, some students at Canutillo Middle School STEAM Academy still experience challenges with feeling fully supported academically and emotionally.	There may be gaps in the implementation of support processes and resources for all students, particularly those who may not seek help proactively.
2	The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.	Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.
3	Although professional development opportunities are comprehensive, some teachers still feel insufficiently supported in handling student discipline and classroom management.	There may be a lack of targeted training and ongoing support specifically focused on effective discipline strategies and classroom management techniques.

Performance Objective 3

CMSSA will improve overall staff satisfaction and retention by fostering a positive school culture where staff feel valued, supported, and motivated during the academic school year.

Evaluation Data Source: Increase in teacher attendance, decrease in discipline referrals, and improvement in customer service with stakeholders.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: As new admin team is coming into a full start of a year; morale, attendance, customer service, and overall positive campus will be on the forefront.

Strategy 1

Staff Voice in Decision-Making: Involve staff in decision-making processes through regular surveys, suggestion boxes, and open forums, ensuring their voices are heard and considered in school policies and initiatives.

Strategy's Expected Result/Impact: Teacher buy In

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 2

Formative Reviews

Some Progress

November

Moderate Progress

January

Moderate Progress

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.

Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.

Goal 3

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

Performance Objective 1

During the academic school year, CMS will increase parent engagement and parent leadership through active participation in decision-making committees (SHAC, LPAC, CIC, CNA, CIP, Program Advisory groups, DAC, PBIS etc...) .

Evaluation Data Source: Final results of participation rate

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Parent Engagement did increase throughout the year but we will push for more parent participation for 2026-27

Strategy 1

Provide opportunities for all Parent support groups to be present at campus events at flexible times.

Strategy's Expected Result/Impact: Increase parent participation

Staff Responsible for Monitoring: Parent Liaison, Principal

Problem Statements: Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

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 linked to learning.

Strategy's Expected Result/Impact: Students are more inclined to pursue post-secondary education.

Staff Responsible for Monitoring: Counselors and Administration.

Problem Statements: School Processes & Programs 4 - Perceptions 2

Funding Sources: Sam's-PFE 211-Title I-Part A, \$525

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Canutillo Middle School faces challenges in ensuring equitable access to college and career readiness information for all students, particularly those from economically disadvantaged backgrounds.

Inconsistent communication and engagement with parents and students about available resources and opportunities for college and career pathways, coupled with socioeconomic barriers, are preventing comprehensive student preparedness.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.

Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.

Performance Objective 2

During the academic school year, CMS Leadership will engage with educators and stakeholders to promote growth and advancement of Latino and other minority learners in Texas.

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

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: This initiative was based off previous principals TALAS participation and position. Minorities will continue to have leadership opportunities throughout the school year, but not directly with TALAS or other organizations

Strategy 1

CMSSA Leadership will have an 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.

Staff Responsible for Monitoring: CMSSA Administration

Problem Statements: Perceptions 4


Formative Reviews

Some Progress


November

Some Progress

January

 Discontinue

March

 Discontinue

June

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

While the school maintains a low drop-out rate, there are still disparities in attendance and academic performance among different student subgroups.

Inequities in resources, support, and targeted interventions for at-risk and diverse student populations could be contributing to these disparities.

Performance Objective 3

During the academic school year, CMS will provide training/resources to parents of migratory/migrant students on reading strategies in all core subject areas, to improve academic readiness, and information and resources about college/career opportunities.

Evaluation Data Source: Parent Liasion, Admin, Student support services..

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Parent class were used as a platform for this initiative, but more support is needed to include classes, social workers and student support services.

Strategy 1

The PTO and Parent Advisory Council (PAC) will be updated on migrant/migrator, EB, at-Risk, GT, 504, and SPED needs to ensure resources are being provided to help and support students.

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 2

Formative Reviews

Some Progress


November

Some Progress

January

Moderate Progress

March

 Continue/Modify

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

The lack of training for teachers in addressing students' new social and emotional issues emphasizes the need for additional support staff.

CISD does not provide an SEL curriculum for teachers to follow, nor is there sufficient training to support the whole child if asked to do so by the teacher of record.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

SPED, EB, 504, At-Risk, and Migrant populations struggle with STAAR exams and common and state assessments.

Lack of targeted support programs, campus personnel such as tutors, aides, and instructional resources for those subgroups. These populations often face a combination of factors such as learning disabilities, language barriers, socio-economic disadvantages, and frequent disruptions in their education due to mobility.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Despite the implementation of various STEAM initiatives, Canutillo Middle School students struggle with applying their learning to real-world contexts effectively.

There is an inconsistency in the depth and application of project and problem-based learning across different content areas, leading to gaps in students' critical thinking and problem-solving skills.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.

Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.

Goal 4

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

Performance Objective 1

During the academic school year, CMSSA will optimize the allocation of Title 1 & State Comp resources to support high-quality instruction, student support services, and extracurricular activities aligned with the school's goals and priorities.

Evaluation Data Source: Resources received, communication with Campus Improvement Committee and Department Heads

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Will continue to use the funds allocated for Title 1 and State Comp Ed to its fullest to ensure that students instruction and support is being targeted

Strategy 1

CMSSA will conduct a comprehensive needs assessment, of the school's needs in terms of instructional materials, technology, professional development, student support services, and extracurricular activities.

Strategy's Expected Result/Impact: Steady communication between stakeholders

Staff Responsible for Monitoring: Administration and Community stakeholders.

Problem Statements: Student Learning 3, 4

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 2

Collaborate with teachers, staff, and community stakeholders to develop a strategic plan for resource allocation that aligns with the school's goals and priorities. This plan should prioritize areas such as professional development, instructional materials, technology, and student support services based on identified needs and desired outcomes.

Strategy's Expected Result/Impact: Collaboration with stakeholders

Staff Responsible for Monitoring: Administration and Central Office Leadership

Problem Statements: Demographics 2 - Student Learning 3, 4 - School Processes & Programs 4 - Perceptions 3

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Enhance student support services: Allocate resources to support comprehensive student support services, including counseling, academic intervention programs, and social-emotional learning initiatives. Provide training and resources for counselors and support staff to effectively address the diverse needs of students and promote their overall well-being

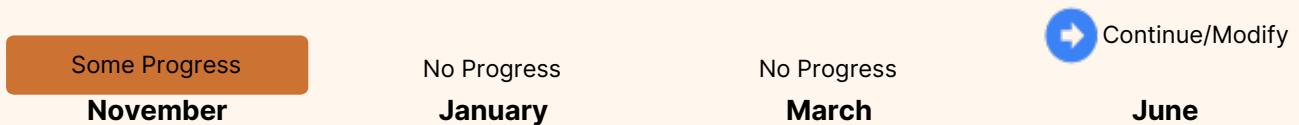
Strategy's Expected Result/Impact: Student SEL improvement

Staff Responsible for Monitoring: Administration

Problem Statements: Demographics 2 - Perceptions 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Strategy 4

Expand extracurricular opportunities: Allocate resources to enhance extracurricular activities, clubs, and organizations that align with the school's goals and priorities. Provide funding for equipment, facilities, transportation, and staffing to ensure a wide range of engaging and meaningful extracurricular experiences for students.

Strategy's Expected Result/Impact: School Culture and Climate

Staff Responsible for Monitoring: Administration

Problem Statements: School Processes & Programs 2, 4 - Perceptions 2

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

The lack of training for teachers in addressing students' new social and emotional issues emphasizes the need for additional support staff.

CISD does not provide an SEL curriculum for teachers to follow, nor is there sufficient training to support the whole child if asked to do so by the teacher of record.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

The current wifi, equipment, and technology infrastructure for teachers and students does not meet the requirements for effective instruction and reliable assessment.

Outdated technology, insufficient funding, and lack of strategic planning. Outdated hardware and software can limit the ability to access and utilize modern educational tools and resources effectively. Insufficient funding may result in the inability to upgrade and maintain necessary technological infrastructure.

4

The lack of supplies and resources creates significant barriers to providing equitable and effective instruction for all learners.

The growing demand for modern educational tools and technology can outpace the available budget, leaving schools struggling to keep up with the latest instructional needs.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Despite the implementation of various STEAM initiatives, Canutillo Middle School students struggle with applying their learning to real-world contexts effectively.

There is an inconsistency in the depth and application of project and problem-based learning across different content areas, leading to gaps in students' critical thinking and problem-solving skills.

4

Canutillo Middle School faces challenges in ensuring equitable access to college and career readiness information for all students, particularly those from economically disadvantaged backgrounds.

Inconsistent communication and engagement with parents and students about available resources and opportunities for college and career pathways, coupled with socioeconomic barriers, are preventing comprehensive student preparedness.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.	Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.
3 Although professional development opportunities are comprehensive, some teachers still feel insufficiently supported in handling student discipline and classroom management.	There may be a lack of targeted training and ongoing support specifically focused on effective discipline strategies and classroom management techniques.

Performance Objective 2

During the academic school year, CMSSA will ensure that school facilities are well-maintained, safe, and conducive to a positive learning environment for students, staff, and visitors.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Facilities and Staff remain and continue to assist in all campus activities and ensure that they are safe, equipped and run smoothly.

Strategy 1

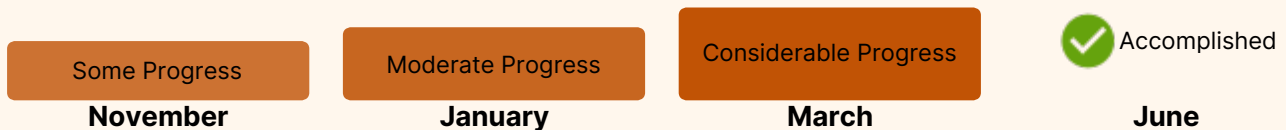
CISD Central Office and CMSSA will provide and work in collaboration with CISD Police Department in providing training videos / and provide scenarios to better equip our campus and stakeholders of emergency situations. While also providing Social Emotional Learning SEL to all stakeholders.

Strategy's Expected Result/Impact: This process will help ensure that the CMS is prepared for any emergency. Signage sheets, SEL Training, Counselor feedback and communication.

Staff Responsible for Monitoring: Principal
Assistant Principal
CISD PD
Signage sheets
SEL Training

Problem Statements: Perceptions 1, 3

Formative Reviews



Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Despite the positive perception of safety and inclusivity, some students at Canutillo Middle School STEAM Academy still experience challenges with feeling fully supported academically and emotionally.

There may be gaps in the implementation of support processes and resources for all students, particularly those who may not seek help proactively.

3

Although professional development opportunities are comprehensive, some teachers still feel insufficiently supported in handling student discipline and classroom management.

There may be a lack of targeted training and ongoing support specifically focused on effective discipline strategies and classroom management techniques.

Goal 5

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

Performance Objective 1

Canutillo Middle School will enhance the availability and effective utilization of technology resources to support student learning and achievement during the academic school year.

Evaluation Data Source: District IT Department

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: All funds and upgrades were completed to enhance and support student learning through technology

Strategy 1

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.

Strategy's Expected Result/Impact: Limit discipline issues within the school,

Staff Responsible for Monitoring: District IT Data and support, CISD PD,

Problem Statements: Student Learning 2, 3

Formative Reviews



Strategy 2

Increase access to technology: Develop a plan to ensure equitable access to technology resources for all students. This may include expanding the number of devices available, establishing computer labs or mobile device carts, and providing reliable internet connectivity throughout the campus.

Strategy's Expected Result/Impact: Improved technology for students and staff

Staff Responsible for Monitoring: District IT Data and support, CISD PD,

Problem Statements: Student Learning 3, 4

Formative Reviews



Strategy 3

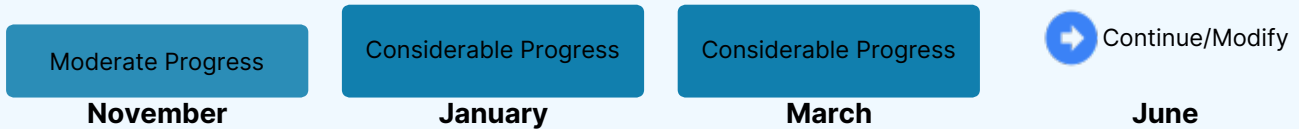
Foster digital literacy skills: Implement programs and initiatives that promote digital literacy skills among students. This includes teaching responsible and ethical use of technology, online safety, digital citizenship, and critical thinking skills necessary for navigating the digital world.

Strategy's Expected Result/Impact: Improved technology for students and staff

Staff Responsible for Monitoring: District IT Data and support, CISD PD,

Problem Statements: School Processes & Programs 2 - Perceptions 2

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	Due to low attendance, academics and STAAR testing performance in all core and elective classes has decreased.	Frequent absences disrupt the continuity of learning, leading to gaps in knowledge and skills that are crucial for academic success. When students miss significant instructional time, they are less likely to grasp key concepts and keep up with the curriculum, resulting in lower performance on assessments.
3	The current wifi, equipment, and technology infrastructure for teachers and students does not meet the requirements for effective instruction and reliable assessment.	Outdated technology, insufficient funding, and lack of strategic planning. Outdated hardware and software can limit the ability to access and utilize modern educational tools and resources effectively. Insufficient funding may result in the inability to upgrade and maintain necessary technological infrastructure.

4

The lack of supplies and resources creates significant barriers to providing equitable and effective instruction for all learners.

The growing demand for modern educational tools and technology can outpace the available budget, leaving schools struggling to keep up with the latest instructional needs.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Despite the implementation of various STEAM initiatives, Canutillo Middle School students struggle with applying their learning to real-world contexts effectively.

There is an inconsistency in the depth and application of project and problem-based learning across different content areas, leading to gaps in students' critical thinking and problem-solving skills.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

The school's communication strategies, while generally effective, may not fully reach non-English speaking families, impacting their engagement and involvement.

Current communication methods and resources might not be sufficiently tailored or accessible to meet the specific needs of non-English speaking families.



State Compensatory Education

State Compensatory

Budget for Canutillo Middle School

Total SCE Funds: \$239,010.00

Total FTEs Funded by SCE: 0.3

Brief Description of SCE Services and/or Programs

Personnel for Canutillo Middle School

Name	Position	FTE
Debra Larson	Instructional Coach	0.1
Nicole Lara	Librarian Aide	0.1
Veronica Vasquez Ramos	Parent Liaison	0.1



Plan Notes

Plan Notes

Department Head Meeting: 9/23/24

Here are the notes from yesterday's Department Head Meeting:

- We are a "Targeted Improved Campus," because our SPED/EB are needing extra support.
- District is now providing campus support.
- H. Juarez - Science has been needing an extra teacher/support for a long time.
- We need to use our resources/personnel to change student outcomes.
- Long term sub has been hired for ISC class; ISC class will be split into two groups.
- PLCs should be time for collaborative planning: unit planning, data analysis, etc...
- Must bring in the necessary materials with you to make PLCs efficient.
- Unit Assessments Backwards Design (Planning with a Purpose)

Please let me know if you have any questions.



Funding Summary

Funding Summary

211-Title I-Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Title 1 personnel- Instructional Coach, library aide & parent liaison	--	\$164,917.00
3	1	2	Sam's-PFE	--	\$525.00
Sub-Total					\$165,442.00
Budgeted Fund Source Amount					\$169,973.00
+/- Difference					\$4,531.00

255-Title II-Part A Teacher/Principal

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$3,000.00

185-State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Notable Inc.- Kami	--	\$472.50
1	1	3	Quizizz.com	--	\$4,800.00
1	2	2	Amazon-Math(2)	--	\$814.35
1	2	2	Amazon-AsstSupplies	--	\$1,201.32
1	2	2	Amazon-Social Studies (2)	--	\$1,115.30
1	2	2	Amazon-Math (3)	--	\$363.05
1	2	2	Amazon-Social Studies	--	\$944.32
1	2	7	Dell MArketing- Chromebooks	--	\$9,284.10
1	3	2	Tutoring-transportation	--	\$5,284.00
1	3	2	Tutoring	--	\$8,232.00
1	3	2	SCE personnel- At-Risk teacher	--	\$32,221.80
2	1	1	GameSalad Education	--	\$1,699.00
2	1	1	Dos Terra Limited- Sibme	--	\$4,500.00
Sub-Total					\$70,931.74
Budgeted Fund Source Amount					\$71,399.00
+/- Difference					\$467.26

199-Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$87,653.00
+/- Difference					\$87,653.00