

Canutillo Independent School District



Jose Alderete Middle School

2025-2026 Campus Improvement Plan

Mission Statement

WE LOVE KIDS!

We will provide an effective teacher in every classroom supported by a quality school environment

that will inspire, empower, and impact kids.

Vision

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

Value Statement

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	10
Perceptions	12
Priority Problem Statements	15
Data Documentation for CNA	18
Improvement Planning Data	19
Accountability Data	19
Goals	20
Goal 1 : STUDENT SUCCESS: * Student Safety & Well Being * Academic Growth * ...	21
Goal 2 : STAFF SUCCESS: * Staff Safety & Well-Being * Professional Learning & Qu...	35
Goal 3 : COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *...	45
Goal 4 : FISCAL AND OPERATIONAL SYSTEMS: * Fiscal Responsibility * Strategic ...	53
Goal 5 : TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testin...	65
Goal Tables	70
Targeted Support Strategies	71
State Compensatory Education	72
Budget for Jose Alderete Middle School	73
Funding Summary	74
211-Title I-Part A	75
255-Title II-Part A Teacher/Principal	75
185-State Compensatory Education	75
199-Local Funds	76



Comprehensive Needs Assessment

Demographics

Summary

AMS is one of two middle schools within the Canutillo Independent School District, and for the 2023-2024 academic year, it has achieved significant recognition by earning four out of seven distinctions from the Texas Education Agency. This accomplishment is further underscored by the school receiving a B rating with a commendable score of 85, reflecting the dedication and hard work of both our students and staff.

The student body at AMS is predominantly Hispanic, which enriches our school culture with vibrant traditions and perspectives. Additionally, we are witnessing a growing presence of military families and other ethnic groups, contributing to a more diverse and inclusive environment. Our special populations, including at-risk, Limited English Proficient (LEP), Special Education (SPED), and Gifted and Talented, (GT) students, have remained consistent, allowing us to tailor our educational strategies to meet their unique needs effectively.

Despite a decrease in enrollment since the 2021-2022 school year, primarily due to boundary changes, construction/traffic and the challenges posed by our aging school building, AMS has maintained a strong attendance rate of 95.62% for the year. This is a testament to the commitment of our students and their families to education and the supportive environment fostered by our staff.

AMS stands out as the only middle school in the region offering specialized Public Service Academies in Medical, Education, and Law Enforcement. These academies provide our students with the unique opportunity to earn up to eight high school credits by the time they complete 8th grade, setting them on a path for future academic and career success.

Our staff is not only highly qualified but also stable, which is crucial for maintaining continuity and quality in education. Professional development is a priority, with a focus on Multi-Tiered System of Supports (MTSS), Fundamental 5, Gifted and Talented (GT) strategies, FUSE, and initiatives from the Gates Foundation for Math, ensuring that our educators are equipped with the latest tools and methodologies to enhance student learning.

Currently, AMS serves 561 students, including **63 military-connected students, 250 English Language Learners (ELL), 76 Gifted and Talented (GT) students, and 66 students in Special Education (SPED). Additionally, 381 students, or 67%, are economically disadvantaged, and 344 students, or 60%, are considered at-risk.** These demographics highlight the diverse needs of our student population and our commitment to providing equitable and comprehensive educational opportunities for all.

Strengths

At Alderete Middle School, we pride ourselves on having a team of highly qualified teachers and staff members who are dedicated to fostering an enriching learning environment. Our educators are not only experts in their respective fields but are also committed to continuous professional development to ensure they are equipped with the latest teaching strategies and knowledge. This dedication to excellence in teaching is reflected in the success and growth of our students.

We have established comprehensive programs and processes to effectively serve our diverse student population, including those in special populations such as Gifted and Talented (GT), Special Education (SPED), At-Risk, 504, and Limited English Proficiency (LEP) students. These programs are designed to meet the unique needs of each student, providing them with the necessary support and resources to thrive academically and personally.

Alderete Middle School is proud to be the only campus offering Public Service Academies, which include the Medical Academy, Law Enforcement Academy, and Education Academy. These academies provide students with specialized knowledge and skills in their areas of interest, preparing them for future careers in public service. By offering these unique opportunities, we aim to inspire and equip our students to become leaders in their chosen fields.

Our 8th-grade students have the opportunity to take the TSI test, which qualifies them for college credit courses. This initiative not only challenges our students academically but also provides them with a head start in their higher education journey. By offering this opportunity, we are committed to preparing our students for the rigors of college-level coursework and beyond.

In addition, our 6th, 7th, and 8th-grade students are engaged in advanced Math, Reading Language Arts (RLA), and Science academics, with accelerated instruction that is one to two grade levels ahead. Courses such as Algebra I, Algebra II, Physics, and

English I are part of our curriculum, ensuring that our students are challenged and motivated to reach their full potential. This rigorous academic program is designed to cultivate critical thinking and problem-solving skills, setting a strong foundation for future academic success.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>There has been an increase in the number of students identified as At-Risk. The current ratio of At-Risk students to staff certified to serve specialized populations presents a significant challenge to meeting student needs.</p>	<p>Family instability, transitions from homeschool, and mental health challenges affect student well-being and performance. Limited parental involvement, staffing shortages, and few RTI/SPED/ESL-certified staff hinder support for At-Risk, EB, and inclusion students. Insufficient training in differentiation and HB 1416 adds to the challenge.</p>
<p>2 ★</p> <p>The physical fitness levels of AMS students are below desired standards, negatively impacting both their overall health and academic performance.</p>	<p>Key contributing factors include a limited number of P.E. teachers, master schedule constraints, and restricted campus space for multiple classes. In addition, health assessments such as the CDC's School Health Index are not fully integrated into the curriculum to effectively monitor and support student wellness.</p>
<p>3</p> <p>Student and staff absences have risen significantly in recent years, contributing to a decline in campus performance and consistency, while AMS has also faced a steady drop in student enrollment.</p>	<p>The increase in student and staff absences, along with declining enrollment at AMS, can be attributed to a combination of factors including limited engagement and connection to the school community, unmet social-emotional and academic needs, lack of effective intervention strategies, and external challenges such as family instability or health-related issues that affect attendance and retention.</p>
<p>4</p> <p>Students are not receiving adequate support both at home and in school due to parents' difficulty navigating developmental and academic demands, and campus staff's lack of training to address growing social and emotional challenges, hindering overall student growth and success.</p>	<p>Parents struggle to support student learning at home due to the challenges of balancing developmental needs with evolving educational expectations, while staff lack the training and strategies to effectively address students' emerging social and emotional needs.</p>

★ = Priority

Student Learning

Summary

The introduction of STAAR 2.0 has necessitated a strategic approach to monitoring student progress through Beginning of Year (BOY), Middle of Year (MOY), and common assessments. These tools have been instrumental in identifying fluctuating gaps in reading and math, which underscore the importance of implementing targeted interventions. It is particularly crucial to address the needs of students who are experiencing regressions, ensuring that they receive the support necessary to bridge these gaps effectively.

The role of strong teacher collaboration through Professional Learning Communities (PLCs) and focused Response to Intervention (RTI) support programs cannot be overstated. These collaborative efforts are vital in fostering an environment where educators can share strategies and insights, ultimately enhancing the learning experience for all students. The data indicates that students enrolled in advanced Math and Reading courses consistently outperform their peers in regular classes. This success is attributed to effective professional development and teacher preparedness, highlighting the need to extend these successful practices to regular classes to elevate overall student achievement.

In the 2023-2024 STAAR administration, our students demonstrated commendable performance across various subjects. Sixth-grade students achieved a 79% pass rate in Reading and a 58% pass rate in Math. Seventh-grade students attained a 73% pass rate in Reading and a 47% pass rate in Math. Eighth-grade students excelled with a 75% pass rate in Reading, an impressive 88% in Math, 77% in Social Studies, and 84% in Science. Additionally, our high school students achieved a 100% pass rate in English I and a 97% pass rate in Algebra I. These results reflect the dedication of our educators and the effectiveness of our instructional strategies, while also highlighting areas for continued focus and improvement.

Strengths

Our school takes great pride in our students' exceptional performance on the Texas Success Initiative (TSI) exams, which are crucial for dual credit courses. This achievement reflects our commitment to preparing students for college-level coursework while still in high school, providing them with a significant advantage in their academic pursuits.

The high performance in our Advanced Placement (AP) Spanish program is another testament to our dedication to fostering language proficiency and cultural understanding. Our students consistently excel in this area, demonstrating their ability to master complex material and perform at a college level, which is a remarkable accomplishment.

We have successfully aligned our curriculum with the programs and pathways offered by NWECHS and CHS, ensuring that our students have access to advanced academic opportunities. This alignment allows for a seamless transition into higher education and specialized fields, equipping our students with the skills and knowledge necessary for future success.

By the end of their 8th grade year, our students have the opportunity to earn up to eight high school credits. This early accumulation of credits not only accelerates their academic journey but also provides them with the flexibility to explore a wider range of subjects and interests during their high school years, setting a strong foundation for lifelong learning.

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1
★

Specialized populations, including SPED, EB, 504, At-Risk, and Migrant students, are struggling to meet expectations on EOC, common, and state assessments.

These student groups lack sufficient targeted instructional strategies, interventions, and supports to address their unique learning needs, resulting in lower performance on assessments.

2
★

Low attendance rates are contributing to decreased academic performance and lower test scores, as consistent engagement and participation are essential for student success.

Rising social and emotional challenges, along with family instability tied to financial and economic hardship, are driving chronic absenteeism. These factors directly hinder student achievement and negatively impact testing outcomes.

3

Student progress in ELAR and Math has declined in 6th and 7th grades, with STAAR scores dropping in both subjects, especially in regular and inclusion classes.

Contributing factors include inconsistent implementation of educational programs, limited alignment in Tier 1 instruction, lack of vertical PLC collaboration, misalignment with new testing guidelines, challenges with the updated scoring system, and gaps in students' prior knowledge--all of which hinder instructional consistency and student growth.

★ = Priority

School Processes & Programs

Summary

AMS operates through well-established procedures and collaborative practices that prioritize student growth and success. Faculty and staff are supported by strong frameworks such as Campus Instructional Coaches (CIC), Professional Learning Communities (PLCs), and the MTSS team, which collectively drive continuous improvement and ensure students receive academic and social-emotional support.

The expansion of specialized programs—including the Medical Academy, Education Academy, and Law Enforcement Academy—demonstrates AMS's commitment to offering meaningful career pathways. As the campus transitions into a Public Service Middle School, these academies will continue to attract students interested in pursuing public service careers.

Through MTSS and RTI frameworks, AMS provides early and targeted interventions for ELL/LEP, at-risk, and struggling students. The addition of the Summer Bridge program further strengthens readiness by building foundational skills before the school year begins. By leveraging data to guide instructional decisions, AMS ensures interventions are purposeful, leading to improved outcomes, particularly for ELL/LEP and economically disadvantaged students.

Strengths

Our school is proud to foster a strong sense of school spirit that is consistently exhibited by both students and staff. This vibrant atmosphere is a testament to the dedication and enthusiasm of our school community, creating an environment where everyone feels connected and motivated to contribute positively to our school culture.

We actively engage parents and community members through our Parent Advisory Council meetings and monthly Campus Improvement Committee (CIC) meetings. These gatherings, scheduled every month, provide a platform for open communication and collaboration, ensuring that our school benefits from diverse perspectives and shared goals.

We have successfully decreased the number of mandatory Disciplinary Alternative Education Program (DAEP) incidents. This reduction reflects our commitment to maintaining a positive and supportive learning environment, where students are encouraged to make responsible choices and are provided with the necessary support to succeed.

Our school offers advanced academic courses, providing students with the opportunity to challenge themselves and excel in their studies. These courses are designed to prepare students for future academic endeavors and to cultivate a love for learning that extends beyond the classroom.

The Mentor Program, facilitated by our Multi-Tiered System of Supports (MTSS) on-campus team, plays a crucial role in supporting student development. Through this program, students receive guidance and encouragement from mentors, helping them to navigate academic and personal challenges with confidence.

We keep our community informed and engaged through our weekly AMS community newsletter. This publication serves as a vital communication tool, sharing important updates, celebrating achievements, and highlighting upcoming events, thereby strengthening the connection between the school and its stakeholders.

Our school is committed to organizing events that bring together the community, students, teachers, and staff. Events such as the Farmer's Market, salsa contest, food pantry, art showcase, and 5th-grade visit are thoughtfully planned to foster community spirit, celebrate creativity, and provide opportunities for meaningful interaction and collaboration.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1★	There is insufficient support for the academic and SEL needs of Alderete students. A lack of instructional materials, including flexible seating and kinesthetic supports, limits the effective implementation of intervention initiatives such as tutoring, Math/Reading Mastery, Rtl, 504, and MTSS.	Student academic performance has declined due to increased mental health and wellness challenges, compounded by pre-existing and widening learning gaps.
2★	Students are experiencing large academic gaps in core subjects, leading to lower overall achievement and performance on assessments.	Targeted instructional strategies, interventions, and supports are insufficient to meet the diverse learning needs of student groups, contributing to persistent gaps and lower outcomes.
3★	Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.	Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.
4★	Inadequate safety communication and accessibility pose risks across campus. The lack of proper intercom communication creates safety hazards, while detached buildings without Raptor camera access limit secure entry/exit. Reliance on doorbells requiring teachers to open doors disrupts instruction and could delay emergency response.	Critical areas lack intercom coverage, including restrooms, gyms, athletic areas (locker rooms and offices), the theater, cafeteria, classrooms, and offices in and outside the main building. In addition, detached buildings without Raptor camera systems create accessibility and monitoring gaps, reducing overall campus safety and emergency preparedness.

★ = Priority

Perceptions

Summary

The 10% decline in student membership is a concern, primarily attributed to the appeal of neighboring schools that have recently undergone updates. However, our school, Alderete Middle School (AMS), remains competitive due to our robust advanced academic program and special programs, including academies and four performance distinctions. These offerings are instrumental in attracting students from other districts, showcasing our commitment to academic excellence and diverse educational opportunities.

We have observed an increase in parental involvement, which is a positive development for our school community. The active participation of the Parent-Teacher Organization (PTO) is a testament to this growing engagement. Our efforts to communicate effectively with parents in both English and Spanish, through initiatives like the Parent Advisory Council (PAC) and Parent University, demonstrate our dedication to fostering a strong partnership with families. Despite this progress, the low attendance at meetings indicates a need for new strategies to further boost participation. We are committed to reaching out to the community through various modes to enhance this engagement.

Our school has seen a reduction in disciplinary incidents and placements in the Disciplinary Alternative Education Program (DAEP), thanks to the implementation of social skill-building and the Multi-Tiered System of Supports (MTSS). These initiatives are embedded into our master schedule, ensuring a consistent and sustainable approach to student growth and success. Additionally, our proactive approach to school safety, including regular door checks and adherence to the Standard Response Protocol (SRP), supports a safe and secure environment for all.

Students at AMS are developing a strong sense of self-identity and pride, which contributes to the positive culture we strive to foster. This is reflected in the decrease in disciplinary referrals related to bullying. Our community can easily access information on academic achievements and University Interscholastic League (UIL) offerings, further highlighting the comprehensive educational experience available at Alderete Middle School.

Strengths

Our school is characterized by a strong sense of school spirit, which is consistently exhibited by both students and staff. This vibrant spirit fosters a positive and inclusive environment, encouraging everyone to take pride in their school community and actively participate in school activities and events. It is this collective enthusiasm that strengthens our school culture and enhances the overall educational experience.

We are proud to have an active Parent Advisory Council and monthly Campus Improvement Committee (CIC) meetings that include parents and community members. These meetings, scheduled every month, provide a platform for open communication and collaboration, ensuring that the voices of parents and community stakeholders are heard and valued in the decision-making process. This partnership is crucial in creating a supportive and engaged school community.

Our school has seen a decrease in the number of mandatory Disciplinary Alternative Education Program (DAEP) incidents. This reduction is a testament to our commitment to fostering a positive and respectful school environment, where students are encouraged to make responsible choices and are supported in their personal and academic growth.

We offer advanced academic courses that challenge our students and prepare them for future academic endeavors. These courses provide opportunities for students to engage in rigorous and stimulating learning experiences, promoting critical thinking and a deeper understanding of complex subjects.

The Mentor Program, facilitated by our Multi-Tiered System of Supports (MTSS) on-campus team, is a vital component of our student support system. This program pairs students with mentors who provide guidance, encouragement, and support, helping students navigate their academic and personal challenges and achieve their full potential.

Our weekly AMS community newsletter is an essential communication tool that keeps our school community informed and connected. It provides updates on school events, achievements, and important announcements, ensuring that everyone is aware of the latest happenings and can participate in school life.

We have planned a variety of events that engage both the community and our students, teachers, and staff. These events, such as the Farmer's Market, salsa contest, food pantry, art showcase, and 5th-grade visit, are designed to bring people together, celebrate our diverse talents and interests, and strengthen the bonds within our school community. These activities not only enrich the educational experience but also foster a sense of belonging and community pride.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1
★

Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.

The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.

2
★

The campus needs to more effectively provide incentives and rewards to encourage improved student performance and attendance.

A lack of intrinsic motivation among students contributes to low engagement and commitment to academic responsibilities. Limited parent involvement further reduces accountability and support at home, leaving students without the reinforcement needed to build confidence, persistence, and responsibility for their learning.

3

Limited parent understanding and support of school policies and procedures related to discipline, academics, and student services have led to challenges in maintaining consistent expectations.


Lack of effective communication and engagement strategies between the school and families has resulted in limited parent understanding and support of school policies and procedures, leading to inconsistent reinforcement of expectations at home and school.

4

low parent participation in campus initiatives hinders family engagement and collaboration in student success.

Insufficient outreach efforts, limited flexible participation options, and a lack of culturally responsive practices have contributed to low parent participation in campus initiatives, reducing opportunities for meaningful family engagement and collaboration in student success.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There has been an increase in the number of students identified as At-Risk. The current ratio of At-Risk students to staff certified to serve specialized populations presents a significant challenge to meeting student needs.

Family instability, transitions from homeschool, and mental health challenges affect student well-being and performance. Limited parental involvement, staffing shortages, and few RTI/SPED/ESL-certified staff hinder support for At-Risk, EB, and inclusion students. Insufficient training in differentiation and HB 1416 adds to the challenge.

2
★

Specialized populations, including SPED, EB, 504, At-Risk, and Migrant students, are struggling to meet expectations on EOC, common, and state assessments.

These student groups lack sufficient targeted instructional strategies, interventions, and supports to address their unique learning needs, resulting in lower performance on assessments.

3
★

Low attendance rates are contributing to decreased academic performance and lower test scores, as consistent engagement and participation are essential for student success.

Rising social and emotional challenges, along with family instability tied to financial and economic hardship, are driving chronic absenteeism. These factors directly hinder student achievement and negatively impact testing outcomes.

4
★

There is insufficient support for the academic and SEL needs of Alderete students. A lack of instructional materials, including flexible seating and kinesthetic supports, limits the effective implementation of intervention initiatives such as tutoring, Math/Reading Mastery, Rtl, 504, and MTSS.

Student academic performance has declined due to increased mental health and wellness challenges, compounded by pre-existing and widening learning gaps.

5
★

Students are experiencing large academic gaps in core subjects, leading to lower overall achievement and performance on assessments.

Targeted instructional strategies, interventions, and supports are insufficient to meet the diverse learning needs of student groups, contributing to persistent gaps and lower outcomes.

6
★

Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.

Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.

7★

Inadequate safety communication and accessibility pose risks across campus. The lack of proper intercom communication creates safety hazards, while detached buildings without Raptor camera access limit secure entry/exit. Reliance on doorbells requiring teachers to open doors disrupts instruction and could delay emergency response.

Critical areas lack intercom coverage, including restrooms, gyms, athletic areas (locker rooms and offices), the theater, cafeteria, classrooms, and offices in and outside the main building. In addition, detached buildings without Raptor camera systems create accessibility and monitoring gaps, reducing overall campus safety and emergency preparedness.

8★

Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.

The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.

9★

The campus needs to more effectively provide incentives and rewards to encourage improved student performance and attendance.

A lack of intrinsic motivation among students contributes to low engagement and commitment to academic responsibilities. Limited parent involvement further reduces accountability and support at home, leaving students without the reinforcement needed to build confidence, persistence, and responsibility for their learning.

10★

The physical fitness levels of AMS students are below desired standards, negatively impacting both their overall health and academic performance.

Key contributing factors include a limited number of P.E. teachers, master schedule constraints, and restricted campus space for multiple classes. In addition, health assessments such as the CDC's School Health Index are not fully integrated into the curriculum to effectively monitor and support student wellness.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data



Goals

Goal 1

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

Performance Objective 1 High Priority

By June 2026, AMS will raise its overall TEA accountability rating from 85 (B) to at least 90 (A) by improving STAAR Approaches/Meets/Masters performance across all tested subjects and student groups. (Focus: Improve 6th & 7th grade ELAR and Math growth by 10%.)

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue working towards goal.

Strategy 1

For 2025-2026 AMS will conduct PLC alignment meetings twice week for core content. Data-Driven PLCs: Implement monthly data digs by content/grade level using STAAR 2024-2025 item analysis and TEA Domain 1, 2, and 3 reports. Align instructional adjustments to address low-performing TEKS and student groups.

Strategy's Expected Result/Impact: Increased alignment of instruction with tested standards.

Staff Responsible for Monitoring: Principal, IC, Dept. Chairs, Teachers.

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

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

For 2025-2026 AMS will focus on EB, SPED, and At-Risk populations with intervention plans tied to STAAR 2025 subgroup performance. Embed additional support through our inclusion classes and TIA-designated teachers (HB 1416).

Strategy's Expected Result/Impact: Subgroup performance gaps close by at least 8 percentage points.

Staff Responsible for Monitoring: Principal, IC, Dept. Chairs, Teachers, MTSS Team, SPED Dept., AP.

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

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 3

For 2025-2026 AMS will conduct curriculum fidelity checks and walkthroughs tied to STAAR 2.0 readiness bi-weekly walkthroughs .(STAAR readiness checklist aligned to TEA high-leverage TEKS, providing immediate feedback and reteach plans.) Offer targeted Saturday academies, intersession bootcamps, and summer bridge sessions aligned to STAAR-tested reporting categories from TEA Blueprints.

Strategy's Expected Result/Impact: Increase in % Meets/Masters across tested areas.

Staff Responsible for Monitoring: Principal, AP, IC, PLC Leaders

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

Funding Sources: IXL Learning 185-State Compensatory Education, \$7,287.5

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 4

For 2025-2026 AMS will conduct coaching cycles with ICs focused on Tier 1 instructional gaps.(RTI PLCs)

Strategy's Expected Result/Impact: Increase in % Meets/Masters across tested areas.

Staff Responsible for Monitoring: Principal, AP, IC, PLC Leaders

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

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There has been an increase in the number of students identified as At-Risk. The current ratio of At-Risk students to staff certified to serve specialized populations presents a significant challenge to meeting student needs.

Family instability, transitions from homeschool, and mental health challenges affect student well-being and performance. Limited parental involvement, staffing shortages, and few RTI/SPED/ESL-certified staff hinder support for At-Risk, EB, and inclusion students. Insufficient training in differentiation and HB 1416 adds to the challenge.

2

The physical fitness levels of AMS students are below desired standards, negatively impacting both their overall health and academic performance.

Key contributing factors include a limited number of P.E. teachers, master schedule constraints, and restricted campus space for multiple classes. In addition, health assessments such as the CDC's School Health Index are not fully integrated into the curriculum to effectively monitor and support student wellness.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Specialized populations, including SPED, EB, 504, At-Risk, and Migrant students, are struggling to meet expectations on EOC, common, and state assessments.

These student groups lack sufficient targeted instructional strategies, interventions, and supports to address their unique learning needs, resulting in lower performance on assessments.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

There is insufficient support for the academic and SEL needs of Alderete students. A lack of instructional materials, including flexible seating and kinesthetic supports, limits the effective implementation of intervention initiatives such as tutoring, Math/Reading Mastery, RtI, 504, and MTSS.

Student academic performance has declined due to increased mental health and wellness challenges, compounded by pre-existing and widening learning gaps.

2

Students are experiencing large academic gaps in core subjects, leading to lower overall achievement and performance on assessments.

Targeted instructional strategies, interventions, and supports are insufficient to meet the diverse learning needs of student groups, contributing to persistent gaps and lower outcomes.

Performance Objective 2

For 2025-2026 AMS will reduce achievement gaps for At-Risk, EB, and SPED students by increasing support staff and targeted interventions. Close subgroup gaps by increasing targeted interventions and accountability.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue with targeted supports.

Strategy 1

For 2025-2026 AMS specialized staff will collaborate to promptly identify students (special needs, EB, 504) and utilize data effectively to share with appropriate staff members. Hire/train additional RTI/SPED/ESL-certified staff and interventionists.

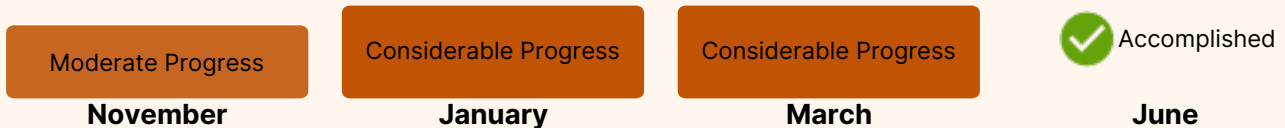
Strategy's Expected Result/Impact: Increase student performance through effective processes and procedures, Increase Meets performance for EB/SPED students by 8%.

Staff Responsible for Monitoring: Principal, SPED department chair, Diagnostician, SPED staff, IC, SPED Chair, Counselors

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

Funding Sources: Tutoring- Hourly 185-State Compensatory Education, \$4,367, Substitutes- 185-State Compensatory Education, \$1,467, SCE personnel- At-Risk aide 185-State Compensatory Education, \$31,524, Transportation 185-State Compensatory Education, \$5,959, Title 1 personnel- Library Aide, Instructional Coach & Parent Liaison 211-Title I-Part A, \$152,989, Tutoring 185-State Compensatory Education, \$16,487

Formative Reviews



Strategy 2

For 2025-2026 AMS will staff will engage in weekly PLC meetings to analyze student data, review student work, and plan targeted interventions. In support of instructional growth, teachers will receive professional development on HB 1416, differentiation, and sheltered instruction. Additionally, a Parent Academy will be established to empower families with strategies to support At-Risk and Emergent Bilingual (EB) students at home

Problem Statements: Demographics 1 - Student Learning 1

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 3

For 2025-2026 AMS will conduct a summer bridge camp will be offered to support students who are enrolled in advanced courses, in need of academic enrichment, or requiring intervention to accelerate learning and close achievement gaps. Additionally, students who struggled to meet grade-level expectations on the STAAR or EOC assessments in reading or math will be scheduled into targeted intervention classes or placed with a TIA-recognized teacher to ensure high-impact instruction.

Problem Statements: School Processes & Programs 2

Funding Sources: Amazon- Instructional materials 185-State Compensatory Education, \$2,893.43, Amazon-intervention supplies 185-State Compensatory Education, \$4,977.97, Amazon-intervention instructional materials 185-State Compensatory Education, \$399.81, Lowman Education 185-State Compensatory Education, \$6,000

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There has been an increase in the number of students identified as At-Risk. The current ratio of At-Risk students to staff certified to serve specialized populations presents a significant challenge to meeting student needs.

Family instability, transitions from homeschool, and mental health challenges affect student well-being and performance. Limited parental involvement, staffing shortages, and few RTI/SPED/ESL-certified staff hinder support for At-Risk, EB, and inclusion students. Insufficient training in differentiation and HB 1416 adds to the challenge.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Specialized populations, including SPED, EB, 504, At-Risk, and Migrant students, are struggling to meet expectations on EOC, common, and state assessments.

These student groups lack sufficient targeted instructional strategies, interventions, and supports to address their unique learning needs, resulting in lower performance on assessments.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Students are experiencing large academic gaps in core subjects, leading to lower overall achievement and performance on assessments.

Targeted instructional strategies, interventions, and supports are insufficient to meet the diverse learning needs of student groups, contributing to persistent gaps and lower outcomes.

Performance Objective 3

For 2025-2026 AMS: all eligible AMS students will be prepared for a successful transition to high school through participation in innovative programs offered under the Public Service Academy. Students will have the opportunity to earn up to 4 high school credits, complete a Career Exploration course, and receive individual advising HS pathways options. This includes targeted guidance for military-connected students to ensure equitable access and readiness for postsecondary and career success.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1

For 2025-2026 AMS will 8th grade students will have the opportunity to take Algebra 1 for HS Credit and will be provided multiple opportunities to be successful in the Texas Success Initiative (TSI) test to measure for college readiness.

Strategy's Expected Result/Impact: Increase student enrollment and participation. Passing rates will set students for success at the HS level. Students will be prepared for college.

Staff Responsible for Monitoring: RLA & Math PLC

Principal
AP

Problem Statements: Student Learning 1

Formative Reviews

Considerable Progress

Considerable Progress

Considerable Progress



Accomplished

Strategy 2

For 2025-2026 AMS will as a public service middle school most 8th grade students will be enrolled in Principals of Education, Principals of Law, or be enrolled in the Medical Academy- a CTE course-for high school credit and use current technology in updated labs.

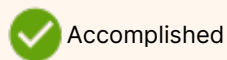
Strategy's Expected Result/Impact: Students at the end of the school year student receive high school credit and met requirements to obtain credit for courses.

Staff Responsible for Monitoring: Principal, Counselors

Problem Statements: Student Learning 1

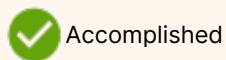
TEA Priorities: Connect high school to career and college

Formative Reviews



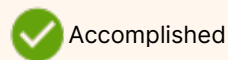
Accomplished

November



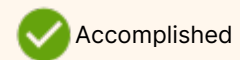
Accomplished

January



Accomplished

March



Accomplished

June

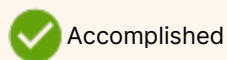
Strategy 3

For 2025-2026 AMS will host an Eagle Legacy Summer Camp for both parents and incoming 6th grade students to facilitate a smooth transition from elementary to middle school by hiring staff to develop, and carry out a camp during the summer.

Strategy's Expected Result/Impact: Increase the percentage of students performance.

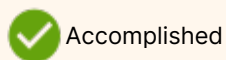
Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2

Formative Reviews



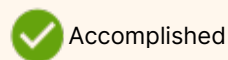
Accomplished

November



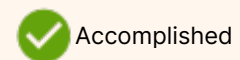
Accomplished

January



Accomplished

March



Accomplished

June

Strategy 4

For 2025-2026 AMS will provide 2 parent informational nights and host incoming 6th graders with the purpose to inform and educate parents on AMS education opportunities, one per semester.

Strategy's Expected Result/Impact: Increase the percentage of students performance.

Problem Statements: Demographics 1

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There has been an increase in the number of students identified as At-Risk. The current ratio of At-Risk students to staff certified to serve specialized populations presents a significant challenge to meeting student needs.

Family instability, transitions from homeschool, and mental health challenges affect student well-being and performance. Limited parental involvement, staffing shortages, and few RTI/SPED/ESL-certified staff hinder support for At-Risk, EB, and inclusion students. Insufficient training in differentiation and HB 1416 adds to the challenge.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Specialized populations, including SPED, EB, 504, At-Risk, and Migrant students, are struggling to meet expectations on EOC, common, and state assessments.

These student groups lack sufficient targeted instructional strategies, interventions, and supports to address their unique learning needs, resulting in lower performance on assessments.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

There is insufficient support for the academic and SEL needs of Alderete students. A lack of instructional materials, including flexible seating and kinesthetic supports, limits the effective implementation of intervention initiatives such as tutoring, Math/Reading Mastery, RtI, 504, and MTSS.

Student academic performance has declined due to increased mental health and wellness challenges, compounded by pre-existing and widening learning gaps.

2

Students are experiencing large academic gaps in core subjects, leading to lower overall achievement and performance on assessments.

Targeted instructional strategies, interventions, and supports are insufficient to meet the diverse learning needs of student groups, contributing to persistent gaps and lower outcomes.

Performance Objective 4

For 2025-2026 AMS will reduce chronic absenteeism by 15%. Increase attached rate from 95.6% to 97% and increase student motivation.

Evaluation Data Source: PEIMS attendance, incentive participation logs.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Special circumstances with campus end of school year did not allow to meet goal yet, it was on track, therefore recommendation is to continue with processes in place and work towards the goal.

Strategy 1

For 2025-2026 AMS will create tiered attendance incentive system (Eagle Legacy points, monthly rallies).

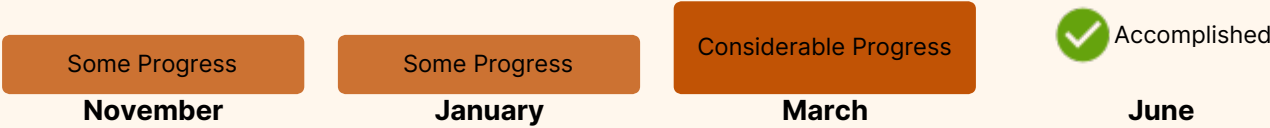
Strategy's Expected Result/Impact: Raise attendance to 97%; reduce failures tied to absences.

Staff Responsible for Monitoring: Attendance Clerk, Counselors, MTSS Team.

Problem Statements: Student Learning 2 - Perceptions 1, 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 2

For 2025-2026 AMS will provide one-on-one attendance coaching and parent home visits for students <90%.

Strategy's Expected Result/Impact: Raise attendance to 97%; reduce failures tied to absences.

Staff Responsible for Monitoring: Attendance Clerk, Counselors, MTSS Team.

Problem Statements: Student Learning 2

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

Formative Reviews



Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Low attendance rates are contributing to decreased academic performance and lower test scores, as consistent engagement and participation are essential for student success.

Rising social and emotional challenges, along with family instability tied to financial and economic hardship, are driving chronic absenteeism. These factors directly hinder student achievement and negatively impact testing outcomes.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.

The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.

2

The campus needs to more effectively provide incentives and rewards to encourage improved student performance and attendance.

A lack of intrinsic motivation among students contributes to low engagement and commitment to academic responsibilities. Limited parent involvement further reduces accountability and support at home, leaving students without the reinforcement needed to build confidence, persistence, and responsibility for their learning.

Performance Objective 5

For 2025-2026 AMS will expand intervention supports through SEL integration and flexible instructional resources.

Evaluation Data Source: Greater engagement in RtI/MTSS programs.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue with goal

Strategy 1 **Targeted Support Strategy**

For 2025-2026 AMS will strengthen MTSS monitoring system with quarterly reviews.

Strategy's Expected Result/Impact: Greater engagement in RtI/MTSS programs.

Staff Responsible for Monitoring: Walkthroughs, SEL survey, MTSS logs.

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3 - Perceptions 1, 2

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 2

For 2025-2026 AMS will implement advisory SEL curriculum embedded weekly and purchase flexible seating, kinesthetic tools, and digital platforms.

Strategy's Expected Result/Impact: Greater engagement in RtI/MTSS programs.

Staff Responsible for Monitoring: Walkthroughs, SEL survey, MTSS logs.

Problem Statements: Student Learning 2 - School Processes & Programs 1, 3 - Perceptions 1, 2

Formative Reviews

Moderate Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Specialized populations, including SPED, EB, 504, At-Risk, and Migrant students, are struggling to meet expectations on EOC, common, and state assessments.

These student groups lack sufficient targeted instructional strategies, interventions, and supports to address their unique learning needs, resulting in lower performance on assessments.

2

Low attendance rates are contributing to decreased academic performance and lower test scores, as consistent engagement and participation are essential for student success.

Rising social and emotional challenges, along with family instability tied to financial and economic hardship, are driving chronic absenteeism. These factors directly hinder student achievement and negatively impact testing outcomes.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is insufficient support for the academic and SEL needs of Alderete students. A lack of instructional materials, including flexible seating and kinesthetic supports, limits the effective implementation of intervention initiatives such as tutoring, Math/Reading Mastery, RtI, 504, and MTSS.	Student academic performance has declined due to increased mental health and wellness challenges, compounded by pre-existing and widening learning gaps.
3	Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.	Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.

Performance Objective 5 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.	The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.
2	The campus needs to more effectively provide incentives and rewards to encourage improved student performance and attendance.	A lack of intrinsic motivation among students contributes to low engagement and commitment to academic responsibilities. Limited parent involvement further reduces accountability and support at home, leaving students without the reinforcement needed to build confidence, persistence, and responsibility for their learning.

Performance Objective 6 High Priority

The Physical Education department will enhance instruction by implementing a variety of engaging activities and utilizing resources that increase moderate to vigorous physical activity minutes. These efforts will also promote healthy lifestyles and reinforce core academic standards within the classroom.

The department aims to improve overall student fitness scores by 10% through expanded PE access and integrated health education.

Evaluation Data Source: FitnessGram results, health assessments.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue working towards goal.

Strategy 1

For 2025-2026 AMS will schedule all students into PE/intramural/sports medicine.

Strategy's Expected Result/Impact: Higher fitness levels and improved health outcomes.

Staff Responsible for Monitoring: PE Dept., Counselors, Admin.

Problem Statements: Demographics 2

Formative Reviews

Moderate Progress

November

✓ Accomplished

January

✓ Accomplished

March

✓ Accomplished

June

Strategy 2

For 2025-2026 AMS will use CDC School Health Index data to target health gaps.

Strategy's Expected Result/Impact: Higher fitness levels and improved health outcomes.

Staff Responsible for Monitoring: PE Dept., Counselors, Admin.

Problem Statements: Demographics 2

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March

✓ Accomplished

June

Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

The physical fitness levels of AMS students are below desired standards, negatively impacting both their overall health and academic performance.

Key contributing factors include a limited number of P.E. teachers, master schedule constraints, and restricted campus space for multiple classes. In addition, health assessments such as the CDC's School Health Index are not fully integrated into the curriculum to effectively monitor and support student wellness.

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

Performance Objective 1 High Priority

AMS will provide professional development and training to ensure highly qualified campus staff to include teachers, paraprofessionals, counselors, nurse, and administration remain updated with current instructional methods, strategies, and policies in order to enhance student achievement.

Evaluation Data Source: Attendance Reports, Data Outcomes

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1

Based on data, for 2025-2026 AMS will faculty and staff will receive training such as profession development to include educational strategies, SEL classroom supports, data disaggregation, PLC's, Fundamental Five, special ed, EB classroom supports, and MTSS initiatives.

Strategy's Expected Result/Impact: To support the success of AMS diverse population based on their needs. Enhance growth and development and empowerment of faculty and staff based on their roles and responsibilities.

Staff Responsible for Monitoring: Principal, Counselors, Administration, IC

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

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

For 2025-2026 AMS will continue an MTSS team that is embedded within the master schedule with a focus on attendance, academics, behavior, SEL, and school culture.

Strategy's Expected Result/Impact: Campus achievement on academics, increase attendance and build a positive school culture.

Staff Responsible for Monitoring: Principals, Counselors

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There has been an increase in the number of students identified as At-Risk. The current ratio of At-Risk students to staff certified to serve specialized populations presents a significant challenge to meeting student needs.

Family instability, transitions from homeschool, and mental health challenges affect student well-being and performance. Limited parental involvement, staffing shortages, and few RTI/SPED/ESL-certified staff hinder support for At-Risk, EB, and inclusion students. Insufficient training in differentiation and HB 1416 adds to the challenge.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Low attendance rates are contributing to decreased academic performance and lower test scores, as consistent engagement and participation are essential for student success.

Rising social and emotional challenges, along with family instability tied to financial and economic hardship, are driving chronic absenteeism. These factors directly hinder student achievement and negatively impact testing outcomes.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

There is insufficient support for the academic and SEL needs of Alderete students. A lack of instructional materials, including flexible seating and kinesthetic supports, limits the effective implementation of intervention initiatives such as tutoring, Math/Reading Mastery, RtI, 504, and MTSS.

Student academic performance has declined due to increased mental health and wellness challenges, compounded by pre-existing and widening learning gaps.

2

Students are experiencing large academic gaps in core subjects, leading to lower overall achievement and performance on assessments.

Targeted instructional strategies, interventions, and supports are insufficient to meet the diverse learning needs of student groups, contributing to persistent gaps and lower outcomes.

3

Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.

Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.

The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.

2

The campus needs to more effectively provide incentives and rewards to encourage improved student performance and attendance.

A lack of intrinsic motivation among students contributes to low engagement and commitment to academic responsibilities. Limited parent involvement further reduces accountability and support at home, leaving students without the reinforcement needed to build confidence, persistence, and responsibility for their learning.

Performance Objective 2

For 2025-2026 AMS will reduce staff absenteeism by 10% and increase wellness supports. (93 % to 96%)

Evaluation Data Source: HR absence reports

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1

For 2025-2026 AMS will track and review attendance trends monthly with staff.

Strategy's Expected Result/Impact: Staff attendance improves to 96%.

Staff Responsible for Monitoring: Principal, HR

Problem Statements: Student Learning 1, 2 - Perceptions 1

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews



Strategy 2

For 2025-2026 AMS will create wellness committee with incentives (recognition, supports)

Strategy's Expected Result/Impact: Staff attendance improves to 96%.

Staff Responsible for Monitoring: Principal, MTSS Team, Wellness Coordinators, Sunshine Committee

Problem Statements: School Processes & Programs 1 - Perceptions 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews



Strategy 3

For 2025-2026 AMS will partner with district for employee wellness & counseling programs.

Strategy's Expected Result/Impact: Staff attendance improves to 96%.

Staff Responsible for Monitoring: Principal, MTSS Team, Wellness Coordinators, Sunshine Committee, SSS

Problem Statements: Student Learning 2 - School Processes & Programs 1, 3 - Perceptions 1

Formative Reviews



Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Specialized populations, including SPED, EB, 504, At-Risk, and Migrant students, are struggling to meet expectations on EOC, common, and state assessments.	These student groups lack sufficient targeted instructional strategies, interventions, and supports to address their unique learning needs, resulting in lower performance on assessments.
2	Low attendance rates are contributing to decreased academic performance and lower test scores, as consistent engagement and participation are essential for student success.	Rising social and emotional challenges, along with family instability tied to financial and economic hardship, are driving chronic absenteeism. These factors directly hinder student achievement and negatively impact testing outcomes.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is insufficient support for the academic and SEL needs of Alderete students. A lack of instructional materials, including flexible seating and kinesthetic supports, limits the effective implementation of intervention initiatives such as tutoring, Math/Reading Mastery, RtI, 504, and MTSS.	Student academic performance has declined due to increased mental health and wellness challenges, compounded by pre-existing and widening learning gaps.
3	Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.	Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause	
1	Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.	The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.
2	The campus needs to more effectively provide incentives and rewards to encourage improved student performance and attendance.	A lack of intrinsic motivation among students contributes to low engagement and commitment to academic responsibilities. Limited parent involvement further reduces accountability and support at home, leaving students without the reinforcement needed to build confidence, persistence, and responsibility for their learning.

Performance Objective 3

Throughout the 25-26 school year, AMS staff will participate in committees that will allow them to provide feedback, build relationships, collaborate, and enhance their craft based on their roles and responsibilities. Sunshine, CIC, SHAC, Safety, PLC Leaders, Attendance, MTSS, PLCs, LPAC, Technology.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1

For 2025-2026 AMS will provide to all faculty and staff will be encouraged to be a part of a committee.

Strategy's Expected Result/Impact: Build relationships, collaborate, provide input for the of the campus amongst staff and faculty.

Staff Responsible for Monitoring: Principal, Counselors, IC

Problem Statements: Perceptions 1, 2

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.

The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.

2

The campus needs to more effectively provide incentives and rewards to encourage improved student performance and attendance.

A lack of intrinsic motivation among students contributes to low engagement and commitment to academic responsibilities. Limited parent involvement further reduces accountability and support at home, leaving students without the reinforcement needed to build confidence, persistence, and responsibility for their learning.

Performance Objective 4

For 2025-2026 AMS will build staff capacity in addressing student SEL and mental health.

Evaluation Data Source: PD sign-ins, referral data.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1

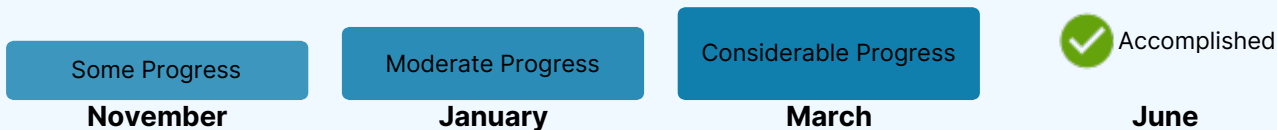
For 2025-2026 AMS will embed SEL coaching into PLCs with case studies.

Strategy's Expected Result/Impact: Improved teacher response to SEL needs.

Staff Responsible for Monitoring: IC, Counselors, Admin.

Problem Statements: School Processes & Programs 1, 3 - Perceptions 1, 2

Formative Reviews



Strategy 2

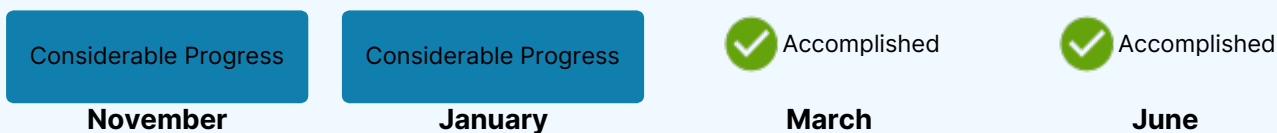
For 2025-2026 AMS will train all staff in MTSS referral protocols.

Strategy's Expected Result/Impact: Improved teacher response to SEL needs.

Staff Responsible for Monitoring: IC, Counselors, Admin.

Problem Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2

Formative Reviews



Strategy 3

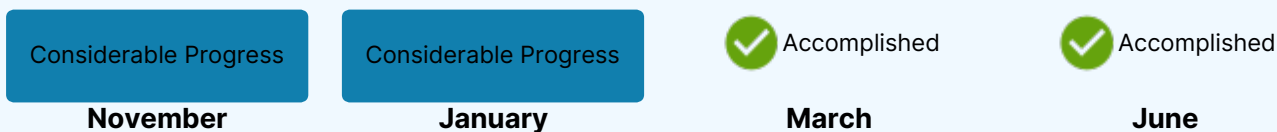
For 2025-2026 AMS will provide professional development for trauma-informed practices, and SEL supports.

Strategy's Expected Result/Impact: Improved teacher response to SEL needs.

Staff Responsible for Monitoring: IC, Counselors, Admin.

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

Formative Reviews



Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 There has been an increase in the number of students identified as At-Risk. The current ratio of At-Risk students to staff certified to serve specialized populations presents a significant challenge to meeting student needs.	Family instability, transitions from homeschool, and mental health challenges affect student well-being and performance. Limited parental involvement, staffing shortages, and few RTI/SPED/ESL-certified staff hinder support for At-Risk, EB, and inclusion students. Insufficient training in differentiation and HB 1416 adds to the challenge.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Specialized populations, including SPED, EB, 504, At-Risk, and Migrant students, are struggling to meet expectations on EOC, common, and state assessments.	These student groups lack sufficient targeted instructional strategies, interventions, and supports to address their unique learning needs, resulting in lower performance on assessments.
2 Low attendance rates are contributing to decreased academic performance and lower test scores, as consistent engagement and participation are essential for student success.	Rising social and emotional challenges, along with family instability tied to financial and economic hardship, are driving chronic absenteeism. These factors directly hinder student achievement and negatively impact testing outcomes.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 There is insufficient support for the academic and SEL needs of Alderete students. A lack of instructional materials, including flexible seating and kinesthetic supports, limits the effective implementation of intervention initiatives such as tutoring, Math/Reading Mastery, RtI, 504, and MTSS.	Student academic performance has declined due to increased mental health and wellness challenges, compounded by pre-existing and widening learning gaps.
2 Students are experiencing large academic gaps in core subjects, leading to lower overall achievement and performance on assessments.	Targeted instructional strategies, interventions, and supports are insufficient to meet the diverse learning needs of student groups, contributing to persistent gaps and lower outcomes.

3

Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.

Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.

The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.

2

The campus needs to more effectively provide incentives and rewards to encourage improved student performance and attendance.

A lack of intrinsic motivation among students contributes to low engagement and commitment to academic responsibilities. Limited parent involvement further reduces accountability and support at home, leaving students without the reinforcement needed to build confidence, persistence, and responsibility for their learning.

Goal 3

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

Performance Objective 1

For 2025-2026 AMS will increase parental and community involvement by providing monthly engagement opportunities--including CIT, PAC, LPAC, and PTO meetings, as well as family and community events--that invite parents to share their voice and participate in campus decision-making.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1

For 2025-2026 AMS will hold an Open House every semester to inform parents about campus specifics.

Strategy's Expected Result/Impact: Increase parent engagement

Staff Responsible for Monitoring: Administrative team, parent liaison, CIC

Problem Statements: Student Learning 2

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

For 2025-2026 AMS will hold Parent Compact and Parent Involvement Policy meetings to gather input from parents and all stakeholders during both the fall and spring semesters, scheduled at various times and days to ensure accessibility. Additionally, special sessions will be hosted for parents of at-risk, ELL, and SPED students to inform them of their rights and available opportunities.

Strategy's Expected Result/Impact: -Student performance on subgroups will increase and gaps narrowed.

-Parents will be more involved in day to day school operations.


Staff Responsible for Monitoring: Parent liaison, principal, CIT

Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1, 2, 3 - Perceptions 1, 2


Funding Sources: Sam's Club 211-Title I-Part A, \$500

ESF Levers: Lever 3: Positive School Culture


Formative Reviews

 Accomplished


November

 Accomplished

January

 Accomplished

March

 Accomplished

June

Strategy 3

For 2025-2026 AMS will work to improve the ambiance for the Parent/Community Outreach Center that incorporates organization, protects confidentiality, and is pleasantly inviting for all stakeholders while volunteering or attending parent/community sessions.

Strategy's Expected Result/Impact: Increase parental involvement and community partnerships.

Staff Responsible for Monitoring: Parent liaison, principal, CIT

Problem Statements: Perceptions 1, 2

Formative Reviews

Moderate Progress

November

Considerable Progress

January

Considerable Progress

March

 Accomplished

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There has been an increase in the number of students identified as At-Risk. The current ratio of At-Risk students to staff certified to serve specialized populations presents a significant challenge to meeting student needs.

Family instability, transitions from homeschool, and mental health challenges affect student well-being and performance. Limited parental involvement, staffing shortages, and few RTI/SPED/ESL-certified staff hinder support for At-Risk, EB, and inclusion students. Insufficient training in differentiation and HB 1416 adds to the challenge.

2

The physical fitness levels of AMS students are below desired standards, negatively impacting both their overall health and academic performance.

Key contributing factors include a limited number of P.E. teachers, master schedule constraints, and restricted campus space for multiple classes. In addition, health assessments such as the CDC's School Health Index are not fully integrated into the curriculum to effectively monitor and support student wellness.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
2	Low attendance rates are contributing to decreased academic performance and lower test scores, as consistent engagement and participation are essential for student success.	Rising social and emotional challenges, along with family instability tied to financial and economic hardship, are driving chronic absenteeism. These factors directly hinder student achievement and negatively impact testing outcomes.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause	
1	There is insufficient support for the academic and SEL needs of Alderete students. A lack of instructional materials, including flexible seating and kinesthetic supports, limits the effective implementation of intervention initiatives such as tutoring, Math/Reading Mastery, RtI, 504, and MTSS.	Student academic performance has declined due to increased mental health and wellness challenges, compounded by pre-existing and widening learning gaps.
2	Students are experiencing large academic gaps in core subjects, leading to lower overall achievement and performance on assessments.	Targeted instructional strategies, interventions, and supports are insufficient to meet the diverse learning needs of student groups, contributing to persistent gaps and lower outcomes.
3	Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.	Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.	The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.
2 The campus needs to more effectively provide incentives and rewards to encourage improved student performance and attendance.	A lack of intrinsic motivation among students contributes to low engagement and commitment to academic responsibilities. Limited parent involvement further reduces accountability and support at home, leaving students without the reinforcement needed to build confidence, persistence, and responsibility for their learning.

Performance Objective 2

For 2025-2026 AMS will host a minimum of two parental seminars and educational sessions will be provided to equip parents with tools to support their children in setting academic goals, monitoring attendance and progress, and addressing Social Emotional Learning (SEL) at home, while also helping families establish a clear K-12 pathway toward post-secondary goals. The parent liaison will coordinate and host at least one Parent Academy during the 2025-2026 school year to further support these efforts.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1

For 2025-2026 AMS will Parent Liaison will work with student support services and outside agencies to present parent universities at least on per month to include different times and dates to accommodate working parents.

Strategy's Expected Result/Impact: To educate parents on topics that will align with what students are learning.

Staff Responsible for Monitoring: Principal, IC, parent liaison

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 1, 2

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There has been an increase in the number of students identified as At-Risk. The current ratio of At-Risk students to staff certified to serve specialized populations presents a significant challenge to meeting student needs.

Family instability, transitions from homeschool, and mental health challenges affect student well-being and performance. Limited parental involvement, staffing shortages, and few RTI/SPED/ESL-certified staff hinder support for At-Risk, EB, and inclusion students. Insufficient training in differentiation and HB 1416 adds to the challenge.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Low attendance rates are contributing to decreased academic performance and lower test scores, as consistent engagement and participation are essential for student success.

Rising social and emotional challenges, along with family instability tied to financial and economic hardship, are driving chronic absenteeism. These factors directly hinder student achievement and negatively impact testing outcomes.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.

Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause	
1	Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.	The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.
2	The campus needs to more effectively provide incentives and rewards to encourage improved student performance and attendance.	A lack of intrinsic motivation among students contributes to low engagement and commitment to academic responsibilities. Limited parent involvement further reduces accountability and support at home, leaving students without the reinforcement needed to build confidence, persistence, and responsibility for their learning.

Performance Objective 3

During the 2025-2026 school year, Alderete Middle School (AMS) will actively support the Canutillo ISD School Health Advisory Council (SHAC) by hosting all district SHAC meetings on campus.

Summative Evaluation: Met Performance Objective

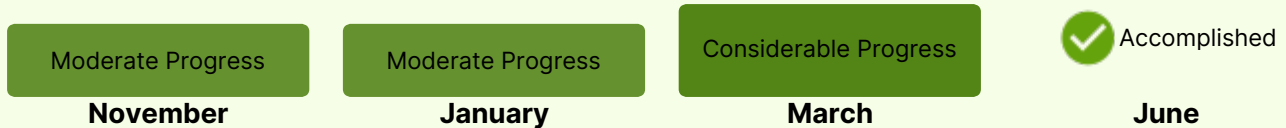
Next Year's Recommendation: Continue with goal.

Strategy 1

For 2025-2026 AMS will host 100% of district SHAC meetings for the 2025-2026 school year.

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 3 - Perceptions 1, 2

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
1	There has been an increase in the number of students identified as At-Risk. The current ratio of At-Risk students to staff certified to serve specialized populations presents a significant challenge to meeting student needs.	Family instability, transitions from homeschool, and mental health challenges affect student well-being and performance. Limited parental involvement, staffing shortages, and few RTI/SPED/ESL-certified staff hinder support for At-Risk, EB, and inclusion students. Insufficient training in differentiation and HB 1416 adds to the challenge.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
2	Low attendance rates are contributing to decreased academic performance and lower test scores, as consistent engagement and participation are essential for student success.	Rising social and emotional challenges, along with family instability tied to financial and economic hardship, are driving chronic absenteeism. These factors directly hinder student achievement and negatively impact testing outcomes.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause	
3	Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.	Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause	
1	Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.	The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.

2

The campus needs to more effectively provide incentives and rewards to encourage improved student performance and attendance.

A lack of intrinsic motivation among students contributes to low engagement and commitment to academic responsibilities. Limited parent involvement further reduces accountability and support at home, leaving students without the reinforcement needed to build confidence, persistence, and responsibility for their learning.

Goal 4

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

Performance Objective 1

Throughout the 2025-2026, AMS will ensure fiscal federal and state funding resources address instructional and SEL needs.

Evaluation Data Source: Budget reports, CNA review.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1

For 2025-2026 AMS will prioritize Title I funds for intervention tools, enrichment for academies curriculum, flexible seating, and adaptive software. Review/revision of campus CNA to identify and address campus needs: instructional materials, technology, professional development, student needs/support services.

Strategy's Expected Result/Impact: Resources directly tied to student growth.

Staff Responsible for Monitoring: Principal, Finance Clerk, IC

Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

For 2025-2026 AMS will expand summer bridge intercession and intervention programs.

Strategy's Expected Result/Impact: Resources directly tied to student growth.

Staff Responsible for Monitoring: Principal, Finance Clerk, IC.

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

Formative Reviews



Strategy 3

For 2025-2026 AMS will provide incentives for perfect attendance, good campus citizenship, A and A/B Honor every 9 weeks. Students will be provided with, free dress days, Ready, Set, Build tickets, grade level AMS events, and mentorship program.

Strategy's Expected Result/Impact: Resources directly tied to student growth and culture

Staff Responsible for Monitoring: Principal, Finance Clerk, IC., MTSS team, Attendance Clerk)

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

Formative Reviews



Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1</p> <p>There has been an increase in the number of students identified as At-Risk. The current ratio of At-Risk students to staff certified to serve specialized populations presents a significant challenge to meeting student needs.</p>	<p>Family instability, transitions from homeschool, and mental health challenges affect student well-being and performance. Limited parental involvement, staffing shortages, and few RTI/SPED/ESL-certified staff hinder support for At-Risk, EB, and inclusion students. Insufficient training in differentiation and HB 1416 adds to the challenge.</p>
<p>2</p> <p>The physical fitness levels of AMS students are below desired standards, negatively impacting both their overall health and academic performance.</p>	<p>Key contributing factors include a limited number of P.E. teachers, master schedule constraints, and restricted campus space for multiple classes. In addition, health assessments such as the CDC's School Health Index are not fully integrated into the curriculum to effectively monitor and support student wellness.</p>

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Specialized populations, including SPED, EB, 504, At-Risk, and Migrant students, are struggling to meet expectations on EOC, common, and state assessments.	These student groups lack sufficient targeted instructional strategies, interventions, and supports to address their unique learning needs, resulting in lower performance on assessments.
2 Low attendance rates are contributing to decreased academic performance and lower test scores, as consistent engagement and participation are essential for student success.	Rising social and emotional challenges, along with family instability tied to financial and economic hardship, are driving chronic absenteeism. These factors directly hinder student achievement and negatively impact testing outcomes.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 There is insufficient support for the academic and SEL needs of Alderete students. A lack of instructional materials, including flexible seating and kinesthetic supports, limits the effective implementation of intervention initiatives such as tutoring, Math/Reading Mastery, RtI, 504, and MTSS.	Student academic performance has declined due to increased mental health and wellness challenges, compounded by pre-existing and widening learning gaps.
2 Students are experiencing large academic gaps in core subjects, leading to lower overall achievement and performance on assessments.	Targeted instructional strategies, interventions, and supports are insufficient to meet the diverse learning needs of student groups, contributing to persistent gaps and lower outcomes.
3 Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.	Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause	
1	Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.	The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.
2	The campus needs to more effectively provide incentives and rewards to encourage improved student performance and attendance.	A lack of intrinsic motivation among students contributes to low engagement and commitment to academic responsibilities. Limited parent involvement further reduces accountability and support at home, leaving students without the reinforcement needed to build confidence, persistence, and responsibility for their learning.

Performance Objective 2 High Priority

During the 2025-2026, AMS will strengthen campus safety structures and communication.

Evaluation Data Source: Drill reports, safety audits.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1

For 2025-2026 AMS will Create student-led safety committees to review campus risks.

Strategy's Expected Result/Impact: 100% compliance with state safety mandates.

Staff Responsible for Monitoring: Admin, Safety Committee (MTSS TEAM)

Problem Statements: Student Learning 2 - School Processes & Programs 3 - Perceptions 1

Formative Reviews



Strategy 2

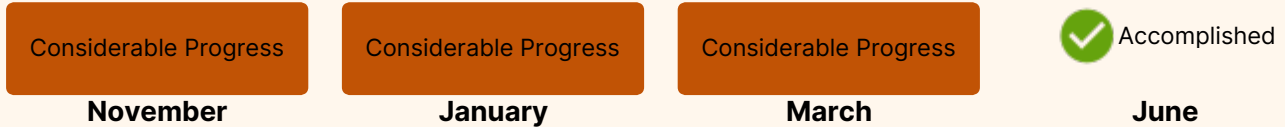
For 2025-2026 AMS will embed within the master schedule time for the MTSS team to meet on a daily basis to analyze data pertaining to student attendance, academics, discipline & culture building. MTSS team and counselor professionals training and support to implement initiatives to support campus goals.

Strategy's Expected Result/Impact: 100% compliance with state safety mandates.

Staff Responsible for Monitoring: Admin, Safety Committee (MTSS TEAM)

Problem Statements: Demographics 1, 2 - Student Learning 2 - School Processes & Programs 3 - Perceptions 1

Formative Reviews



Strategy 3

For 2025-2026 AMS will install intercom and Raptor systems in critical areas and conduct monthly fire drills and quarterly intruder drills.

Strategy's Expected Result/Impact: 100% compliance with state safety mandates.

Staff Responsible for Monitoring: Admin, Safety Committee (MTSS) and CISD PD

Problem Statements: School Processes & Programs 4

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There has been an increase in the number of students identified as At-Risk. The current ratio of At-Risk students to staff certified to serve specialized populations presents a significant challenge to meeting student needs.

Family instability, transitions from homeschool, and mental health challenges affect student well-being and performance. Limited parental involvement, staffing shortages, and few RTI/SPED/ESL-certified staff hinder support for At-Risk, EB, and inclusion students. Insufficient training in differentiation and HB 1416 adds to the challenge.

2

The physical fitness levels of AMS students are below desired standards, negatively impacting both their overall health and academic performance.

Key contributing factors include a limited number of P.E. teachers, master schedule constraints, and restricted campus space for multiple classes. In addition, health assessments such as the CDC's School Health Index are not fully integrated into the curriculum to effectively monitor and support student wellness.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

Low attendance rates are contributing to decreased academic performance and lower test scores, as consistent engagement and participation are essential for student success.

Rising social and emotional challenges, along with family instability tied to financial and economic hardship, are driving chronic absenteeism. These factors directly hinder student achievement and negatively impact testing outcomes.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.

Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.

4

Inadequate safety communication and accessibility pose risks across campus. The lack of proper intercom communication creates safety hazards, while detached buildings without Raptor camera access limit secure entry/exit. Reliance on doorbells requiring teachers to open doors disrupts instruction and could delay emergency response.

Critical areas lack intercom coverage, including restrooms, gyms, athletic areas (locker rooms and offices), the theater, cafeteria, classrooms, and offices in and outside the main building. In addition, detached buildings without Raptor camera systems create accessibility and monitoring gaps, reducing overall campus safety and emergency preparedness.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.

The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.

Performance Objective 3 High Priority

For 2025-2026 AMS will allocate resources for ongoing professional development opportunities for teachers and staff to enhance their instructional practices, pedagogical knowledge, and skills. Provide opportunities for teachers to participate in conferences, workshops, and collaborative learning communities to stay updated on best practices and research-based strategies.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1

For 2025-2026 AMS will provide ongoing professional development opportunities for teachers and staff campus, district, region, state and national conferences.

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

Formative Reviews

Some Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause	
1	There has been an increase in the number of students identified as At-Risk. The current ratio of At-Risk students to staff certified to serve specialized populations presents a significant challenge to meeting student needs.	Family instability, transitions from homeschool, and mental health challenges affect student well-being and performance. Limited parental involvement, staffing shortages, and few RTI/SPED/ESL-certified staff hinder support for At-Risk, EB, and inclusion students. Insufficient training in differentiation and HB 1416 adds to the challenge.
2	The physical fitness levels of AMS students are below desired standards, negatively impacting both their overall health and academic performance.	Key contributing factors include a limited number of P.E. teachers, master schedule constraints, and restricted campus space for multiple classes. In addition, health assessments such as the CDC's School Health Index are not fully integrated into the curriculum to effectively monitor and support student wellness.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause	
1	Specialized populations, including SPED, EB, 504, At-Risk, and Migrant students, are struggling to meet expectations on EOC, common, and state assessments.	These student groups lack sufficient targeted instructional strategies, interventions, and supports to address their unique learning needs, resulting in lower performance on assessments.
2	Low attendance rates are contributing to decreased academic performance and lower test scores, as consistent engagement and participation are essential for student success.	Rising social and emotional challenges, along with family instability tied to financial and economic hardship, are driving chronic absenteeism. These factors directly hinder student achievement and negatively impact testing outcomes.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause	
1	There is insufficient support for the academic and SEL needs of Alderete students. A lack of instructional materials, including flexible seating and kinesthetic supports, limits the effective implementation of intervention initiatives such as tutoring, Math/Reading Mastery, RtI, 504, and MTSS.	Student academic performance has declined due to increased mental health and wellness challenges, compounded by pre-existing and widening learning gaps.
2	Students are experiencing large academic gaps in core subjects, leading to lower overall achievement and performance on assessments.	Targeted instructional strategies, interventions, and supports are insufficient to meet the diverse learning needs of student groups, contributing to persistent gaps and lower outcomes.

Performance Objective 4 High Priority

For 2025-2026 AMS will allocate resources to increase opportunities for students to participate in extracurricular to include : clubs and organizations that align with the school's goals and priorities. Resources will support with for equipment, facilities, transportation, and staffing throughout the 2025-2026.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1

For 2025-2026 AMS will empower AMS teachers to lead students trough sponsoring extra clubs or organizations, mentor or provide intervention support.

Problem Statements: School Processes & Programs 3 - Perceptions 1

Formative Reviews



Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.

Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.

The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.

Performance Objective 5

Throughout the 2025-2026 school year, all AMS teachers will remain current and actively engaged in PBIS, No Place for Hate, and the Emergency Operations Plan (EOP) protocols. Teachers will review and implement these guidelines on a monthly basis to ensure a consistently safe, inclusive, and secure learning environment for all students and staff.

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1

For 2025-2026 AMS will teachers and staff will receive quarterly training and opportunities to implement updated campus safety and emergency protocols, including medical response, reporting, and communication procedures. Safety measures such as two-way radios, surveillance systems, alarm access control, emergency applications, and Anonymous Alerts will be utilized to ensure a secure environment. Teachers and staff will consistently review and follow PBIS, No Place for Hate, and EOP guidelines.

Staff Responsible for Monitoring: Principal, MTSS, AP

Problem Statements: School Processes & Programs 1, 3, 4 - Perceptions 1

Formative Reviews



Strategy 2

For 2025-2026 AMS will use a camera and badge access security system at select exterior doors, monthly fire drills and quarterly intruder drills and staff training on state safety mandates and lock down drills.

Staff Responsible for Monitoring: Principal, MTSS, AP

Problem Statements: School Processes & Programs 4

Formative Reviews



Performance Objective 5 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is insufficient support for the academic and SEL needs of Alderete students. A lack of instructional materials, including flexible seating and kinesthetic supports, limits the effective implementation of intervention initiatives such as tutoring, Math/Reading Mastery, RtI, 504, and MTSS.	Student academic performance has declined due to increased mental health and wellness challenges, compounded by pre-existing and widening learning gaps.
3	Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.	Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.

4

Inadequate safety communication and accessibility pose risks across campus. The lack of proper intercom communication creates safety hazards, while detached buildings without Raptor camera access limit secure entry/exit. Reliance on doorbells requiring teachers to open doors disrupts instruction and could delay emergency response.

Critical areas lack intercom coverage, including restrooms, gyms, athletic areas (locker rooms and offices), the theater, cafeteria, classrooms, and offices in and outside the main building. In addition, detached buildings without Raptor camera systems create accessibility and monitoring gaps, reducing overall campus safety and emergency preparedness.

Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.

The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.

Goal 5

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

Performance Objective 1

Throughout the 2025-2026, AMS will ensure all classrooms integrate technology at least 3 times a week.

Evaluation Data Source: Walkthroughs, tech work orders.

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1 Targeted Support Strategy

For 2025-2026 AMS will provide ongoing PD on tech integration and adaptive learning platforms once a month through Pulse Checks PLCs.

Strategy's Expected Result/Impact: Increased engagement and mastery via technology.

Staff Responsible for Monitoring: IC, Tech Support, Admin.

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

Formative Reviews



Strategy 2

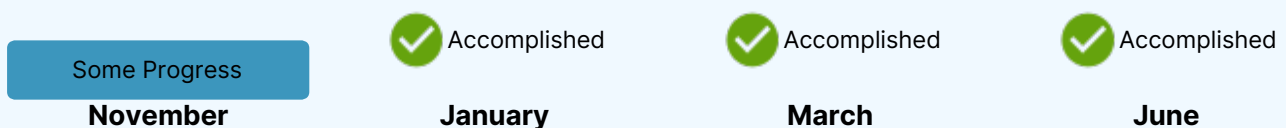
For 2025-2026 AMS will replace aging devices and install smartboards in electives classes.

Strategy's Expected Result/Impact: Increased engagement and mastery via technology.

Staff Responsible for Monitoring: IC, Tech Support, Admin.

Problem Statements: School Processes & Programs 2

Formative Reviews



Strategy 3

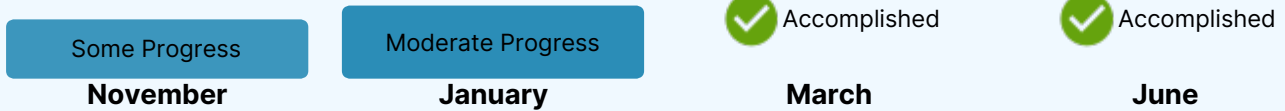
For 2025-2026 AMS will monitor teacher lesson plans for embedded tech use.

Strategy's Expected Result/Impact: Increased engagement and mastery via technology.

Staff Responsible for Monitoring: IC, Tech Support, Admin.

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

Formative Reviews



Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Specialized populations, including SPED, EB, 504, At-Risk, and Migrant students, are struggling to meet expectations on EOC, common, and state assessments.	These student groups lack sufficient targeted instructional strategies, interventions, and supports to address their unique learning needs, resulting in lower performance on assessments.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Students are experiencing large academic gaps in core subjects, leading to lower overall achievement and performance on assessments.	Targeted instructional strategies, interventions, and supports are insufficient to meet the diverse learning needs of student groups, contributing to persistent gaps and lower outcomes.

Performance Objective 2

Use technology to support campus safety, SEL, and positive culture throughout the 2025-2026 .

Evaluation Data Source: Discipline data, climate survey, safety audits (campus, CISD)

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue with goal.

Strategy 1

For 2025-2026 AMS will Include MTSS in the monitor, discussing and implementing intervention plans for anonymous alerts for bullying/vaping.

Strategy's Expected Result/Impact: Reduced discipline referrals; improved student belonging, and camps safety.

Staff Responsible for Monitoring: Administration, MTSS team

Problem Statements: Perceptions 1

Formative Reviews



Strategy 2

For 2025-2026 AMS will create digital student recognition platforms and ensure SEL curriculum is integrated and delivered to students at least once a week.

Strategy's Expected Result/Impact: Reduced discipline referrals; improved student belonging, and campus safety

Staff Responsible for Monitoring: Administration, MTSS team

Problem Statements: School Processes & Programs 1, 3 - Perceptions 1, 2

Formative Reviews



Strategy 3

For 2025-2026 AMS: raptor system to be installed on main entrances to detached buildings. (science, gym and side entrances to main building from those buildings)

Strategy's Expected Result/Impact: improved campus safety

Staff Responsible for Monitoring: Administration, MTSS team, CISD PD

Problem Statements: School Processes & Programs 4

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 There is insufficient support for the academic and SEL needs of Alderete students. A lack of instructional materials, including flexible seating and kinesthetic supports, limits the effective implementation of intervention initiatives such as tutoring, Math/Reading Mastery, RtI, 504, and MTSS.	Student academic performance has declined due to increased mental health and wellness challenges, compounded by pre-existing and widening learning gaps.
3 Safety and behavioral issues are increasing on campus, as shown by a rise in student injuries and reported incidents. Students need consistent structures, processes, guidelines, and routines to foster safety, responsibility, and respect.	Growing social-emotional and mental health needs, combined with limited support systems and inconsistent structures, have contributed to gaps in safety measures and behavioral supports.
4 Inadequate safety communication and accessibility pose risks across campus. The lack of proper intercom communication creates safety hazards, while detached buildings without Raptor camera access limit secure entry/exit. Reliance on doorbells requiring teachers to open doors disrupts instruction and could delay emergency response.	Critical areas lack intercom coverage, including restrooms, gyms, athletic areas (locker rooms and offices), the theater, cafeteria, classrooms, and offices in and outside the main building. In addition, detached buildings without Raptor camera systems create accessibility and monitoring gaps, reducing overall campus safety and emergency preparedness.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Survey results indicate that students are experiencing social-emotional difficulties related to bullying, vaping, and limited recognition for positive behavior and achievements. These challenges negatively impact student well-being, school culture, and overall engagement.	The SDC student survey revealed that many students struggle with socialization, peer pressure, and challenges in their home environment. Contributing factors include minimal opportunities to build connections during the school day and limited resources for student recognition. These gaps hinder students' sense of belonging and ability to fully engage in learning.

2

The campus needs to more effectively provide incentives and rewards to encourage improved student performance and attendance.

A lack of intrinsic motivation among students contributes to low engagement and commitment to academic responsibilities. Limited parent involvement further reduces accountability and support at home, leaving students without the reinforcement needed to build confidence, persistence, and responsibility for their learning.



Goal Tables

Targeted Support Strategies

Goal	Performance Objective	Strategy	Description
1	5	1	For 2025-2026 AMS will strengthen MTSS monitoring system with quarterly reviews.
5	1	1	For 2025-2026 AMS will provide ongoing PD on tech integration and adaptive learning platforms once a month through Pulse Checks PLCs.



State Compensatory Education

State Compensatory

Budget for Jose Alderete Middle School

Total SCE Funds: \$173,732.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs



Funding Summary

Funding Summary

211-Title I-Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Title 1 personnel- Library Aide, Instructional Coach & Partent Liaison	--	\$152,989.00
3	1	2	Sam's Club	--	\$500.00
Sub-Total					\$153,489.00
Budgeted Fund Source Amount					\$153,789.00
+/- Difference					\$300.00

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	IXL Learning	--	\$7,287.50
1	2	1	Tutoring- Hourly	--	\$4,367.00
1	2	1	Substitutes-	--	\$1,467.00
1	2	1	SCE personnel- At-Risk aide	--	\$31,524.00
1	2	1	Transportation	--	\$5,959.00
1	2	1	Tutoring	--	\$16,487.00
1	2	3	Amazon- Instructional materials	--	\$2,893.43
1	2	3	Amazon-intervention supplies	--	\$4,977.97
1	2	3	Amazon-intervention instrucional materials	--	\$399.81
1	2	3	Lowman Education	--	\$6,000.00
Sub-Total					\$81,362.71
Budgeted Fund Source Amount					\$98,648.00
+/- Difference					\$17,285.29

199-Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
<hr/>					
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$81,164.00
				+/- Difference	\$81,164.00