

Canutillo Independent School District



Jose Alderete Middle School

2026-2027 Performance Objectives

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Goal 1 FISCAL AND OPERATIONAL SYSTEMS: *Fiscal Responsibility *Strategic Allocation of Resources *Planning for Growth

Performance Objective 1

Throughout the 2026-2027 school year, Alderete Middle School will strategically align local, state, and federal resources to identified campus needs, prioritizing high-impact instructional practices, targeted student interventions, social-emotional supports, and professional learning. Resource effectiveness will be monitored through student achievement, progress-monitoring, attendance, behavior, and implementation data, with the goal of increasing the campus accountability rating from 81 (B) to 90 or above (A).

Evaluation Data Source: Budget/expenditure reports, CNA/CIP alignment, STAAR and interim assessment data, DOL/All In Learning data, attendance, discipline, intervention, and SEL data.

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 Alderete Middle School serves a high-needs student population, with 66.5% economically disadvantaged, 59.3% at-risk, and 36.8% Emergent Bilingual students. Additionally, the campus has an 11.8% mobility rate, and attendance declined from 97.2% in the first six weeks to 92.6% in the sixth six weeks, creating potential barriers to consistent access to instruction and academic success.	Inconsistent systems for early identification, attendance intervention, and targeted support for at-risk, highly mobile, and Emergent Bilingual students have contributed to decreased student attendance and inconsistent access to instruction.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Spring 2026 STAAR identifies 7th-grade Math as a significant area of need, with only 24.8% Approaches, 5.4% Meets, and 0% Masters. Sixth-grade Math also shows a need for growth, particularly at Meets (27.0%) and Masters (2.4%), indicating a need to strengthen Math instruction and rigor in grades 6-7.	Inconsistent implementation of rigorous Tier 1 instruction, differentiation, and data-driven intervention in grades 6-7 Math has contributed to gaps in student mastery and achievement.

Performance Objective 2

Throughout the 2026-2027 school year, Alderete Middle School will strengthen campus safety, supervision, and communication systems through consistent implementation of established safety procedures, student identification protocols, behavior and attendance systems, emergency preparedness,

and timely communication with staff, students, and families, with the goal of maintaining a safe, orderly, and supportive learning environment.

Evaluation Data Source: Safety drill and emergency preparedness documentation; student ID and visitor-management records; discipline and behavior data; tardy, attendance, and hall-pass data; campus safety records; staff and parent communication documentation; and student, staff, and parent climate/safety survey results.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Students report lower perceptions of school connectedness, belonging, peer relationships, and bullying/peer conflict than other areas of school climate. Family participation in feedback opportunities is also limited.	Systems for building belonging, positive peer relationships, student voice, and addressing peer conflict are not consistently experienced by all students. Family feedback opportunities also need greater participation.

Performance Objective 3

Throughout the 2026-2027 school year, Alderete Middle School will provide targeted, job-embedded professional learning aligned to identified campus and teacher needs to strengthen high-quality Tier 1 instruction, data-driven decision making, student engagement, and differentiated support. Professional learning will be reinforced through PLCs, coaching, classroom walkthroughs, and actionable feedback, with implementation monitored to ensure improved instructional practice and increased student achievement.

Evaluation Data Source: T-TESS and classroom walkthrough data; CISD Coaching Tracker data; teacher action steps and follow-up evidence; PLC documentation; professional development participation records; lesson plans; All In Learning/DOL data; interim assessment and STAAR data; and teacher feedback/reflection data.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Spring 2026 STAAR identifies 7th-grade Math as a significant area of need, with only 24.8% Approaches, 5.4% Meets, and 0% Masters. Sixth-grade Math also shows a need for growth, particularly at Meets (27.0%) and Masters (2.4%), indicating a need to strengthen Math instruction and rigor in grades 6-7.	Inconsistent implementation of rigorous Tier 1 instruction, differentiation, and data-driven intervention in grades 6-7 Math has contributed to gaps in student mastery and achievement.

Performance Objective 4

Throughout the 2026-2027 school year, Alderete Middle School will expand equitable access to extracurricular, co-curricular, academic, fine arts, athletic, and leadership opportunities that promote student engagement, belonging, and connection to school. Campus resources will be strategically allocated to reduce barriers to participation and increase student involvement in programs aligned with student interests and campus priorities.

Evaluation Data Source: Extracurricular and co-curricular participation and roster data; athletics, fine arts, UIL, robotics, academy, club, and organization participation records; student attendance data; discipline data; student climate and belonging survey results; program participation trends; and resource/expenditure documentation.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Students report lower perceptions of school connectedness, belonging, peer relationships, and bullying/peer conflict than other areas of school climate. Family participation in feedback opportunities is also limited.	Systems for building belonging, positive peer relationships, student voice, and addressing peer conflict are not consistently experienced by all students. Family feedback opportunities also need greater participation.

Performance Objective 5

Throughout the 2026-2027 school year, Alderete Middle School will consistently implement campuswide PBIS, Teach Kindness, and Emergency Operations Plan (EOP) practices to promote a safe, inclusive, respectful, and well-managed learning environment. Staff will receive ongoing training and reinforcement of expectations, and campus leadership will monitor implementation and use behavior, safety, and climate data to identify needs and make timely adjustments.

Evaluation Data Source: PBIS implementation and discipline data; behavior referrals and intervention records; No Place for Hate activity and participation documentation; EOP training and safety drill records; campus safety documentation; student and staff climate/safety survey results; attendance and tardy data; and staff professional learning records.

Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Students report lower perceptions of school connectedness, belonging, peer relationships, and bullying/peer conflict than other areas of school climate. Family participation in feedback opportunities is also limited.	Systems for building belonging, positive peer relationships, student voice, and addressing peer conflict are not consistently experienced by all students. Family feedback opportunities also need greater participation.

Goal 2 COMMUNITY ENGAGEMENT AND PARTNERSHIPS: *Family Engagement *Community Partnerships *Customer Satisfaction

Performance Objective 1

Throughout the 2026-2027 school year, Alderete Middle School will increase family and community engagement by providing meaningful opportunities for participation, feedback, and shared decision-making through CIT, PAC, LPAC, PTO, and campus events. Participation and stakeholder feedback will be monitored to guide continued improvement.

Evaluation Data Source: Meeting and event attendance, agendas/minutes, parent and community surveys, stakeholder feedback, volunteer/partnership records, and communication engagement data.

Performance Objective 2

Throughout the 2026-2027 school year, Alderete Middle School will provide parent education opportunities that equip families with tools to support student achievement, attendance, social-emotional well-being, and college and career readiness. The campus will provide at least two parent learning opportunities, including a Parent Academy coordinated by the Parent Liaison.

Evaluation Data Source: Parent Academy and event attendance, agendas and sign-in sheets, parent surveys/feedback, Parent Liaison documentation, and student attendance and achievement data.

Performance Objective 3

Throughout the 2026-2027 school year, Alderete Middle School will strengthen its partnership with the Canutillo ISD SHAC by supporting district SHAC meetings and initiatives that promote student health, wellness, and family engagement.

Evaluation Data Source: SHAC meeting agendas, minutes and attendance records; campus wellness activities; family participation data; and SHAC initiative documentation.

Goal 3 STUDENT SUCCESS: *Academic Growth *Student Safety & Well Being *College Career Military Readiness

Performance Objective 1

By June 2027, Alderete Middle School will increase its TEA accountability rating from 84 (B) to 90 or above (A) by improving STAAR achievement, academic growth, and Closing the Gaps performance. \

Targeted priorities will include increasing Meets and Masters performance, accelerating achievement and growth for students receiving special education services, and strengthening 7th-grade mathematics performance.

Evaluation Data Source: TEA accountability reports; STAAR Approaches/Meets/Masters and growth data; Closing the Gaps and SPED student-group data; 7th-grade mathematics data; interim assessments; DOL/All In Learning data; and campus progress-monitoring data.

Performance Objective 2

By June 2027, Alderete Middle School will reduce achievement gaps for At-Risk, Emergent Bilingual, and students receiving Special Education services through targeted, data-driven instruction and intervention, with an increased focus on improving achievement and academic growth for the SPED population.

Evaluation Data Source: STAAR subgroup and growth data; Closing the Gaps data; SPED, EB, and At-Risk performance data; interim assessments; DOL/All In Learning data; intervention progress-monitoring data; and PLC documentation.

Performance Objective 3

By June 2027, Alderete Middle School will prepare students for a successful transition to high school through participation in academy and career-exploration opportunities, access to high school credit courses, and individualized advising on high school, college, career, and military pathways.

Evaluation Data Source: Academy and career-exploration participation, high school credit completion, course enrollment records, student advising documentation, and high school pathway selections.

Performance Objective 4

By June 2027, Alderete Middle School will increase student attendance from 95.6% to at least 97% and reduce chronic absenteeism through early identification, targeted interventions, family outreach, and student engagement and incentive strategies.

Evaluation Data Source: Daily and average attendance rates, chronic absenteeism data, student attendance records, attendance intervention and parent contact logs, and participation in attendance incentive programs.

Performance Objective 5

Throughout the 2026-2027 school year, Alderete Middle School will strengthen academic and social-emotional intervention systems by using student data to identify needs and provide timely, targeted supports that improve student achievement, behavior, engagement, and well-being.

Evaluation Data Source: Intervention and progress-monitoring data, DOL/All In Learning data, student achievement data, attendance, discipline and behavior data, counselor/SEL documentation, and student climate surveys.

Performance Objective 6

Throughout the 2026-2027 school year, Alderete Middle School will promote student health and wellness through engaging physical education, increased opportunities for moderate-to-vigorous physical activity, and health education that supports lifelong healthy habits.

Evaluation Data Source: Fitness assessment data, PE participation and activity data, physical activity minutes, health education documentation, and student wellness data.

Goal 4

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

Performance Objective 1

Throughout the 2026-2027 school year, Alderete Middle School will strengthen staff capacity through differentiated professional learning, coaching, collaboration, and ongoing support aligned to staff needs, campus priorities, and student achievement goals.

Evaluation Data Source: Professional learning records, T-TESS data, walkthrough and coaching data, PLC documentation, staff feedback/surveys, teacher action-step progress, and student achievement data.

Performance Objective 2

By June 2027, Alderete Middle School will increase staff attendance from 93% to at least 96% by promoting staff wellness, recognition, a positive work environment, and supports that strengthen staff well-being and engagement.

Evaluation Data Source: Staff attendance and absence data, staff climate and satisfaction surveys, wellness and recognition participation data, and staff retention data.

Performance Objective 3

Throughout the 2026-2027 school year, Alderete Middle School will increase staff voice, collaboration, and shared leadership by providing meaningful opportunities for staff to participate in campus committees, PLCs, and decision-making processes.

Evaluation Data Source: Committee and PLC participation records, meeting agendas/minutes, staff climate and satisfaction surveys, staff feedback, and campus decision-making documentation.

Performance Objective 4

Throughout the 2026-2027 school year, Alderete Middle School will strengthen staff capacity to recognize and respond to student social-emotional and mental health needs through targeted training, clear referral processes, and collaboration with counselors and community partners.

Evaluation Data Source: Staff training records, counselor and referral data, staff surveys/feedback, SEL implementation data, and community partnership documentation.

Goal 5 TECHNOLOGY RESOURCES: *Integration of Technology *Wireless Access/Testing *Infrastructure & Technology Safety

Performance Objective 1

Throughout the 2026-2027 school year, Alderete Middle School will strengthen purposeful technology integration to enhance instruction, student engagement, assessment, feedback, and data-driven decision making.

Evaluation Data Source: Classroom walkthrough data, lesson plans, digital platform usage, All In Learning data, student assessment data, teacher technology training records, and student/teacher feedback.

Performance Objective 2

Throughout the 2026-2027 school year, Alderete Middle School will utilize secure technology systems to support campus safety, student well-being, communication, and a positive school culture while promoting responsible digital citizenship and protecting student and staff information.

Evaluation Data Source: Technology and digital safety records, behavior and attendance tracking data, communication platform data, digital citizenship documentation, technology incident reports, and student/staff feedback.